Annual Report

2003-04

SOUTHEAST
REGIONAL
COLLEGE

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On the cover: Photograph of the Heavy Equipment Operator course at Coronach.

105-02724/

SOUTHEAST REGIONAL COLLEGE

November 3, 2004

The Honourable Andrew Thomson, Minister
Saskatchewan Learning
Room 307
Legislative Building
Regina, Saskatchewan S4S 0B3

Dear Minister Thomson:

On behalf of the Southeast Regional College Board of Governors, I am pleased to present our Annual Report for the year ending June 30, 2004, in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional College Regulations.

Respectfully submitted,

Edwin J. Haid

Edwin Haid
Chairperson, Board of Governors
Southeast Regional College

Vision, Mission and Values

Vision

Leading the way, reaching people and communities through the power of learning.

Mission

To provide access to learning experiences and information that enable people and communities to meet the realities of today and create opportunities for tomorrow.

To achieve this…

We ***serve learners*** by using our strengths and expertise to create student-focused programs and facilitate access to programs developed by others.

We ***support communities and people*** by providing learning experiences that help them to develop and adapt to change.

We ***support*** our colleagues with cooperation, teamwork, encouragement, and mutual respect.

We ***provide collaborative, innovative leadership*** in creating and ensuring learning opportunities.

Values

We believe living is learning, and everyone should have the opportunity to learn. Access to knowledge and information is vital to health, growth, and development for individuals and communities.

We believe our plans and programs should be community based. We involve communities and community based groups in the college, and we provide support to them through community development and the use of community resources. Our activities are focused on the needs of the learners and the clients we serve. We seek partnerships and collaboration, and we practice decision-making that is open, honest, participative, and inclusive.

We place a high value on flexibility and innovation. Our programs and services are responsive to the changing needs of communities and individuals. We welcome change as opportunity, and we act as agents of positive change that reflects our vision, values and mission.

We place a high value on a positive and professional environment. Our everyday attitudes and behaviors reflect enthusiasm towards learning and work, a sense of humor in the face of challenges, and enjoyment in the company of colleagues and those we serve. We are committed to professional development.

We respect people. We appreciate diversity and encourage tolerance. We recognize individual contributions. We treat people fairly and equitably.

A message from the **Chair**

During 2003-2004, the Board of Governors has been very active in fulfilling their duties. The main role of the Board is to establish the College's mission, vision and values, to set policy, to approve business plans submitted by the Executive Management team, and to assess the College and CEO/President's performance versus the business plan.

Communication with the public is another key function. Part of the Governor's responsibility to the public is to ensure that services of the College adequately meet the needs of the constituents (students, clients, and the general public). As well, Governors are encouraged to be visible in their role as a Governor, to be accessible to the public, and be sensitive to their comments.

Various Governors attended a number of functions and graduations throughout 2003-2004, celebrating the accomplishments and successes of students and staff. Two new Board members participated in the Governor Development Workshop, and the entire Board was able to attend the ACCC National Conference in Saskatoon. I was pleased to attend the ACCC Board Chairpersons Conference in Niagara Falls.

Throughout the year, the Board was involved in 8 regular meetings, 3 special meetings, and a Leadership Conference and Planning session in November.

The Board of Governors exercises its mandate of serving the public's education and training needs by the issuance and maintenance of relevant policies. New policies approved in the past year included the adoption of the International Education and Development Project Participation Policy, and a Corporate Executive Training Policy. In addition, we further enhanced our Board Recruitment Strategy Policy. This policy is designed to improve the likelihood of ongoing Board of Governors effectiveness through quality recruitment. We take pride that our policy development in this regard has become a reference point for the educational institutions undertaking similar policy development.

Another interesting policy discussion over the past year revolved around community and economic development. Quite frequently, College staff come across communities undertaking unique and worthy community or economic development activities. Each time this occurs, we grapple with if and how the College should support or become involved in such activities. Over the course of the last year, these discussions led the Board of Governors to consider and ultimately, on May 5, 2004, approve in principle a "Community Chest" concept. The Community Chest should both expand and bring consistency to our College's ability to respond to such initiatives. The policy will lay out the criteria under which the College might provide real and/or in-kind support for projects, initiatives, and community groups who are undertaking community and/or economic development initiatives. Further detail work around the concept will be concluded early in the 2004-05 year.

Unfortunately, one Board member's term expired on March 8, 2004. Jim Stangel will remain on the Board until a successor is appointed. The Board has been very active in the recruitment process.

In June, the Southeast Regional College was host to a meeting with the Chairpersons of the Saskatchewan Regional Colleges and Honourable Andrew Thomson, Minister of Learning. Part of the discussion included the government's strategy for revitalizing rural Saskatchewan and the role of regional colleges in that strategy.

The Board of Governors would like to express our sincere thanks to everyone who has contributed to the success of the Southeast Regional College in 2003-2004. We can be proud of our achievements, and look forward to another exciting and successful year.

On behalf of the Board of Governors,

Mr. Edwin Haid, Chair

Southeast Regional College

Board of Governors

Back Row L to R: Jim Stangel, Edwin Haid, Darcy Iversen, Tom Bear
Front Row L to R: Charlotte Hookenson, Christalee Froese, Debbie Packet

Southeast Regional College
Board of Governors
2003-2004

Tom Bear – Whitewood
Christalee Froese – Montmartre
Edwin Haid, Chairperson – Indian Head
Charlotte Hookenson – Kisbey
Darcy Iversen – Ogema
Debbie Packet, Vice-Chairperson – Benson
Jim Stangel – Assiniboia

Operating Highlights from the **President**

By virtually any success measure ...

- *"Skills Training - Industry Credit... registrations increased by 24% over the last year; participant hours grew by 17.5%; while Full Load Equivalents increased by 43%"*

- *"Graduation/completion rates for our Basic Education Grade 10 program were 86%; for Grade 12... 93%"*

- *"Completion rate of learners in SIAST full-time programming was 95%"*

- *"78% of our full-time credit students garnered employment, 20% went on to further education"*

- *"The financial statements... reveal that the College had another exceptional year generating a surplus of $404,350"*

...Southeast Regional College had an exceptional year!

Optimizing our Human Resources

Evaluation of the 2002 Reorganization

The College completed an evaluation of the restructuring process, which took place in May 2002. Staff from all functional and geographic areas sat on the committee to evaluate the restructuring. As a result of the evaluation, some of the gaps in the organization were identified and adjusted. The following adjustments to staffing were made:

→ The Human Resource Manager position was increased from .5 to 1 Full Load Equivalent (FLE) on a two-year term basis.
→ A full-time Marketing Manager position was created.
→ A .25 Program Delivery Secretary position was created to provide support to the Consultant in the Moosomin area, in an effort to build business in the locale.
→ The complement of support staff was increased by .5 in Estevan and .4 in Assiniboia to assist with program delivery due to increased business volumes.
→ Energy Training Institute related staffing was increased by .6.
→ Shifts occurred in supervisory assignments.

By engaging staff in these discussions, we ensured that adjustments were directed to the most appropriate need. The changes in staffing were primarily around better support in our campuses, which is directly related to student support. Further, the committee assisted in the design of a rollout strategy that would assure all staff were dealt with fairness, equity, and the sense of being involved and informed.

The changes in the above noted Human Resource and Marketing management positions were specifically tied to the Strategic Plan undertaken by the Board of Governors in November 2003. We are convinced that our management structure is now appropriate to address the strategic priorities for the organization.

Other Organizational Structure Adjustments and Staffing Changes

In addition to the above adjustments, a number of other changes took place over the course of the year. These are outlined below:

In the Academic Division, the Moosomin counselling position, Margaret Fuchs, was increased from .8 to full-time. This was done in order to handle client need in the area and implement the Older Worker Program. An 80% time Basic Education Instructor, Charmaine Luscombe, was hired in Indian Head to replace retiring Instructor, Gerry Joynt, and a .5 Instructor Aide position was hired in Basic Education in Moosomin (Barb Burroughs). Barb had worked in this same position the previous year in a Community Works partnership with Career and Employment Services. Overall there was an increase of .7 in staffing in the Academic Division in the past year. Plans for 2004-05 include an evaluation of the structure of the division to meet the ongoing and emerging needs and succession planning.

In the Business and Industry Division, some of the duties of the vacant Energy Training Institute Consultant position were assigned to existing staff. Some of those reassigned undertook their new duties in the 2003-04 fiscal year; the remaining adjustments related to the position shifts will occur in the 2004-05 year.

Organizational structure adjustments in *Finance/Administration* were under review and proposals are being constructed.

Prior to any of the above changes, we had estimated our reoccurring surplus to be approximately $275,000. The above adjustments fully utilize this surplus and therefore, any further staff expansion will have to be carefully scrutinized.

Continued Improvement to Culture

A key priority over the past year was to continue to improve our organizational culture, and from a communication standpoint, "open up the organization" so that staff feel involved, informed, and trusted. Ongoing processes that share the results of Executive

and Board meetings, together with campus visits, and communication as a strategy for all committee work, have contributed to better communication.

A recent straw survey of staff indicates the College is a better place to work than it was one to two years ago. We need to make this assessment more scientific by engaging in a cultural survey on an annual basis. This is planned to commence in 2004-05.

Joint Union Management Program (JUMP) Committee Initiated

A Joint Union Management Program was initiated in 2003-04. The Committee, comprised of two representatives from the union and two from management, held their first meeting on March 12, 2004 and has met several times since then. The purpose of the committee is to share information, identify issues, find solutions, and create an open line of communication.

Promoting From Within

We are encouraging an environment where staff learn beyond their current jobs in order to prepare them for jobs to which they may aspire. We are also encouraging staff to let those aspirations be known and to apply for positions as they come open as we will entertain our staff "growing into a position". We have had success along those lines in the last year. Our strategy is to grow our people into positions and fill from within whenever possible.

We have also had the opportunity in the last year to have staff undertake new tasks or positions on a temporary basis. Those involved have responded positively and viewed it as an opportunity for job enrichment.

Policy Development

The College continues to develop policy related to the human resources area. Drafts of the anti-harassment and anti-violence policy have been completed. Additionally, draft policies related to recognition of individual staff personal events, conference attendance, and computer loan purchase were developed. Some of the policies lie within the purview of the Board's authority; others lie within the authority of the CEO.

Service Awards

In the last year, the following staff members attained the noted milestones:

5 Year Awards	15 Year Award	20 Year Award
Minerva Scammell	Sherry Jenson	Judi Jones
Sharon Ivan		
Trent Jordens		
Renee Hunt		
Wilf Lendrum		

In the coming year we will be introducing a new program to honor those employees who have surpassed the 25 year milestone. Our three longest serving employees, Gloria Stevenson, Carole Olson, and Ed Zychkowski will be so honored. In the year covered by this report, Gloria marked her 28th, while Carole and Ed marked their 26th. anniversaries with the College.

Retirements

Sadly, in the spring of 2004, Lynn Kot left our employ to join the ranks of the retired. Lynn epitomized the College's "student first" approach. Her contribution to Southeast Regional College and in particular the growth of the university programming cannot be overstated. Lynn had served at the College for almost 16 years. We wish her all the best in her retirement, which was marked by a celebration on June 15, 2004.

In-House Retirement Seminar

At the request of our staff, an in-house retirement seminar was held in May 2004. Topics included finance, health and recreation, wills and estates planning, balancing goals, and health plan conversion. It is our intention to run similar seminars every two to three years to assist our aging workforce as they contemplate retirement.

Community Relations and Campus Development

Assiniboia Campus Reopens

After many months of work, we were pleased to reopen our campus doors in Assiniboia in October 2003 in newly renovated space in the Prince of Wales Cultural and Recreational Centre. Programming in Assiniboia is growing with the full-time Business Administration program being our core offering. The reopening of the campus was celebrated with a grand opening on March 3, 2004. Dignitaries from the Department of Learning, specifically Brent Brownlee, Director of Regional Colleges, joined us. Well wishes were brought forward by Gerald Muldoon, Manager of the Prince of Wales facility; Renaud Bissonnette, Mayor, Town of Assiniboia; Ed Haid, Board of Governors Chair, Southeast Regional College; Sheri-Lynn BeBeau, Consultant, Southeast Regional College; Ryan Waltz, Student, Business Administration; Jim Stangel, Board of Governors, Southeast Regional College and myself.

Continued Growth of Programming in Moosomin

In 2003-04 we made it a specific strategy to pursue programming opportunities in and around the town of Moosomin. A review of our progress in this regard highlights one of great success… to March 31, 2004 we had run 20 classes with 232 people! This compares with just 5 classes with 39 people at the same time the year before.

We believe this growth speaks to the long-term potential for a greater presence in the Moosomin community. We currently occupy a very confined space in the high school for our Basic Education program; we share access to the SCN site and a computer lab

in the high school, and rent space in the Moosomin Provincial Building to house a full-time resident counsellor and our quarter-time program delivery secretary. The programming highlighted above has been run primarily through the generous donation of either the lower hall at the Town Office or at the Town Hall itself. We have been greeted with great warmth by the Town of Moosomin and in particular by Mayor Don Bradley and his Council, and the Town Administrator, Paul Listrom. We have also appreciated Jeff Cole, Gateway Regional Economic Development Authority, and staff for sharing their space in the Town Office basement. The above have all generously made the space available to us so we could grow programming in that community.

A priority for the current year 2004-05 is to conclude a long-term plan for the Moosomin area from which we can determine our facility needs and improve the availability and quality of space for our students.

Weyburn Campus Improvements

Our plans in 2003-04 included addressing air quality problems related to a recent series of roof leaks and a not so recent flooding incident. I am pleased to say both of these issues were resolved in the past year under the joint use agreement between the Weyburn Comprehensive High School and ourselves. Preventative measures were also implemented to ensure that problems inherent with the crawl space environment will not reoccur.

On a more positive note, working with the Weyburn staff, we reassigned some space to improve efficiency - particularly the Information and Registration area, and as well, have made some cosmetic improvements to classrooms and improved the functionality and comfort of the building. These included adding such things as washroom doors, creation of a "quiet" student study area and adjacent small computer lab to support individualized learning in competency based programs; the creation of an additional testing room; improvements in the instructional area of the classroom used by video conferencing; repair and upgrading of the classroom damaged by a roof leak, and extensive clean-up of water damaged areas and improved ventilation in the lower level to enhance air quality.

Our work at the Weyburn campus is not yet concluded, as we hope to takeover some space from the Comprehensive High School as they relocate their art room. This will be needed for classroom space as programming continues to expand in this campus. In addition, there are portions of the building that have not been brought up to the standard of the renovations undertaken in 1999 prior to our occupancy of the building. We intend to conclude these in the next year as well.

Establishing Standards for all Buildings

Further to the comment above, it would be our intent to have all of our campuses meet or surpass the standard as represented by the renovation of the Weyburn campus in 1999. Our focus will be to provide an environment that is attractive, appealing, safe, and healthy, as well as conducive to learning for our clients and functional for our staff.

If we are to be considered the regional alternative to the educational institutions in larger urban centers, our facilities need to project a professional image. This can not be done with a random assortment of locations, classrooms, and furnishings. An investment in appearance will translate into higher profile, increased awareness, and increased enrollments. These standards have guided activities in the past year and will be used as a benchmark for bringing all of our locations up to that standard.

Campus Centred Model Operationalized

Our objective in the last year was to examine authority levels, staffing compliments, and reporting relationships so that we would have better responsiveness in our various campus locations. Changes in the organizational chart were completed in the last year where program delivery staff now report to the local consultant, as opposed to reporting to a remote supervisor in Weyburn. The establishment of these campus teams has meant better coordination, faster response, and direct access to supervisors. In addition, we have given greater authority to the campuses in programming decisions.

"The establishment of these campus teams has meant better coordination, faster response, and direct access to supervisors."

The result is more relevant programs, better enrollments, and lower cancellation rates. Across the total College program array, the cancellation rate is unchanged from last year (approximately 35%). However, the cancellation rate for programs/courses delivered within the Business and Industry Division has decreased from a rate of 39% in 2002-03 to 24% in 2003-04. All of this has served to yet again improve our revenues for the Business and Industry Division setting a second successive year of record revenues; gross revenue increased 23% in 2003-04 over the previous year.

From an administrative standpoint, the campus centred model has resulted in providing greater latitude for local staff to make decisions around equipment, SCN locations, small purchases, and generally day-to-day administration. Campus staff has responded extremely positively to these changes and developed a real sense of team. Clearly the College and the students are benefiting from greater local decision-making.

Community Engagement

In the past year each of our four business districts has identified and targeted communities beyond their home base (where the campus is physically located). They have worked to establish relationships with existing and new clients in those communities. In some cases we still utilize and/or have established local Advisory Groups; in others it has proven more effective for our staff to create ties with and/or participate directly in community based organizations such as Economic Development Authorities, Chambers of Commerce, and the like.

Customer Relationship Model

During 2003-04 staff continued to expand our customer relationship model. Each campus is now collecting and documenting relevant information concerning our customers including key contacts, business cycle planning of our customers, improved needs assessment, and a process to inform customers when their safety tickets expire. We will continue to develop this model to eventually capture all relevant information about our customers to better enable the College to serve them in an effective and efficient manner.

Creation of a Community Chest

As mentioned in the "Message from the Chair" a Community Chest Policy is nearly ready for implementation. Our Executive Management team worked hard on this development and showed great ingenuity. We are excited about the potential the Community Chest will bring to communities across our region.

Market Responsiveness

Aboriginal Training

We are proud of the partnership approach the College has taken in the past, and continues to follow. As a result of needs being identified, programs have been held at First Nation communities. Some of the successful projects held during 2003-04 were Pre-Employment Carpentry, Ecotourism, Heavy Equipment Operator, GED Preparation, Basic Education, and Computer Training.

Cross-Cultural Training

In-service training was provided to all Basic Education instructors in September 2003 prior to the program start. The training was provided by the Office of the Treaty Commissioner and showed both First Nations and European perspectives about the treaty relationship. In addition to the workshop, all instructors received a Treaty Information Kit developed to assist them in implementing the topic of treaties in the classroom. The units complemented existing materials in the areas of Social Studies, Native Studies and History. This two-day workshop was very valuable.

Expansion of Professional Development Programming

The College has, for some time, recognized the need for a higher level of business and professional development training in our region. To that end, we had been searching for organizations that had programs and courses that would address these needs and would be willing to partner with the College for delivery in our region. This research has been ongoing through the 2003-04 program year. In late spring of 2004, we contacted the Centre for Continuing Education (CCE), University of Regina, to investigate their willingness to partner with the College. We had determined that CCE had the programming that would fit our needs. CCE expressed interest in forming a partner-

ship and discussions are proceeding to that end. The College fully expects to sign a Memorandum of Understanding with the Centre during the summer and begin delivering programs in our 2004-05 program year.

Administrative Support

Creating a Service-Driven Culture

This past year saw us make further progress in moving our culture to one that is service driven/student centred. To compliment the campus centred model previously discussed, we have had ongoing discussions throughout the year with "support" staff (staff not directly involved in the retail operation of the College). We need to take this opportunity to congratulate staff from the Finance and Administration area, those that provide support behind the scenes in the Academic Division, all the support staff in all the campuses, together with the President's Office staff for the quality service they have provided to our internal customers. In a recent series of campus visits, there were very complimentary remarks made by our campus staff regarding the support being provided to them. In the future we plan to more scientifically measure the satisfaction of our internal customers.

Information Technology (IT) Review

In keeping with the shift to a service-driven culture, the College will be conducting a review of the IT function. The review will assess our existing hardware and software for its adequacy for our organization as well as review how the College supports the IT function. The expectation is that a variety of opportunities for improvement will be identified.

Upgrading Related to Information Technology

With the purchase of 33 P4 workstations in the spring of this year and the computer upgrade planned for the summer of 2004, the College will have upgraded most of its workstations and retired all the PII and most of the lower end PIII workstations (some to be kept for spares). As well, a number of printers will be replaced, some with colour printers enabling the production of quality College brochures in-house.

System Involvements

Association of Saskatchewan Regional Colleges (ASRC)

The Chairpersons and Presidents of the eight Regional Colleges in the province together form the Association of Saskatchewan Regional Colleges. In the past year, the ASRC adopted a new constitution entrenching "advocacy" as the Association's primary focus. The Association also hired a new Executive Director in the person of Mark Frison. With these significant developments, the organization should be positioned to positively impact Regional Colleges' capacity.

Working with our Sister Regional Colleges within the Province

Colleges are working collectively on a number of projects… a joint initiative with SIAST to encourage youth into the trades, the development of a province-wide Technology Enhanced Learning (TEL) strategy, and establishing a model on how we can work better to do province-wide programming, to mention but three. We have already had some success on a small scale in doing province-wide programming with some crown corporations. We continue to work cooperatively with our sister Colleges.

Department of Learning

We continue to enjoy a positive relationship with the Department of Learning with reciprocal benefit accruing to both parties. For example, the Department in the past year issued a Capital Planning Framework which brought substantial clarity to the type of funding we can expect from the government related to capital improvements. On the other hand, Southeast Regional College has taken a lead role in developing prudent governor recruitment policies which the Department has used as an example for other colleges and educational institutions.

Financial

Financial Results

The detailed financial statements are included later in this report. They reveal that the College had another exceptional year generating a surplus of $404,350. This is significantly better than the planned deficit of $67,418. A number of items contributed to the better than expected financial results:

- On the revenue side, almost $431,000 was generated over plan. The College received an unplanned $179,000 in funding from Saskatchewan Learning for capital expenditures. Much of this funding was committed in 2003-04 to fund construction of the Assiniboia campus, to address accessibility issues in the Indian Head facility, and to repair water damage at the Weyburn Campus.
- On the programming side, the Energy Training Institute, which provides safety training to business and industry, surpassed its targets across the region. As well, the College provided training to a number of organizations on a contract basis and participated in a federal training initiative for older workers, which were unplanned.
- On the expenditure side, lower than expected spending of $41,000 contributed to the surplus. The additional costs related to the unplanned programs are offset by lower than planned operating costs.
- Lower advertising and printing costs were the result of a vacancy in the marketing function and the resulting delay in implementing a revised marketing strategy.
- Professional service expenditures were lower than planned due in part to performing work in-house and in part to under-utilization of the contingency carried for feasibility

studies and organizational reviews.
- Anticipated increases in communications costs did not occur.
- Reductions in the amount of travel undertaken by College staff as well as lower than expected mileage reimbursement rates resulted in significant savings.
- Utilization of professional development funds provided to all College staff, and corporate training were lower than planned.

The surplus of $404,350 brings the balance of the College's net assets to $2,706,711. Of this, $1,143,639 is invested in capital assets, $312,421 has been restricted by the Board for specific purposes and $1,250,651 is unrestricted.

The College is currently developing plans to utilize the unrestricted net assets to improve and expand training opportunities in the region.

Risk Assessment to Proceed

"The Board of Governors has authorized a Risk Assessment process to be undertaken for our College."

The Board of Governors has authorized a Risk Assessment process to be undertaken for our College. The purpose would be to determine the risks inherent in our operation and to determine not only their likelihood of occurrence, but their impacts. From there, we would establish risk management practices including determining not only those risk areas where setting aside reserves would be the most appropriate risk management practice, but to quantify at what dollar level those reserves should be sustained. Following the identification of the required reserve levels, the College could then manage its year-to-year operating surplus to contribute to the building of these reserves as might be needed. Alternately, should the review determine that our reserves are adequate or in excess of adequate, a plan would be developed to systematically reinvest said reserves in improving and expanding training opportunities in the region.

This risk assessment should be concluded early in the 2004-05 fiscal year. Until that time, we have been treating this year's surplus together with last year's similar surplus as in excess of those required for reserve purposes. As such, we have undertaken some expenditures from those funds as follows:

- We have earmarked $120,000 to reinvest in fixed assets which would include the substantial update of our aging computer fleet as previously mentioned, an investment in a mobile confined space training trailer and truck, and a new booth to be used at the numerous tradeshows that the College attends.
- External consulting contracts such as the Risk Assessment that was just discussed and the IT Review previously discussed will be funded from this excess surplus.
- The funds required to implement the proposed "*Community Chest*" may well come from this excess surplus.

As previously stated, this would still leave substantial funds for investment in new markets or new programs.

Special Initiatives and Partnerships

Southeast Education Foundation

Since 1994, the Foundation has been the fund raising arm of the College working across our region with community partners to raise funds for education. We have been particularly proud of the work done by the Foundation in raising funds for the Early Safety Training program that sees youth between the ages of 16 and 21 trained for on-the-job safety issues. As well, the Foundation has been entrusted by numerous businesses and community groups to administer direct scholarship funding to students of Southeast Regional College.

Over the past year, the Foundation's Board has deliberated on the issues of 1) sustainability of the Foundation as a separate entity and 2) ensuring accountability for its activities. The Foundation had found itself having to pursue event planning to generate revenues to sustain its operation as the grant being provided from the College was inadequate to cover all its costs. In a proposal initiated by the Foundation Board of Directors and later supported by the College's Board of Governors, the College will be taking on full operating responsibilities for the Foundation's activities in 2004-05. This includes a transfer of the non-donor assets and liabilities as well as transferring of staff from the Foundation to the College. This will enable the Foundation to focus on its core activities of fund raising through community scholarships as well as entertaining new initiatives such as annual and legacy giving.

The Southeast Education Foundation's name and visual identity will be retained in order to preserve the goodwill that the Foundation has earned.

Southeast Regional College nominated for Assiniboia Business Awards

Our College felt honoured to be nominated in two categories for the First Annual Assiniboia Chamber of Commerce Awards of Excellence for "Innovation in Business" and "Business Creativity". A number of College staff attended the special banquet held February 13, 2004 in Assiniboia where the nominees were introduced and the winners announced. Although our College did not win, we felt honoured to be among the extraordinary businesses nominated. We congratulate the winners in all categories.

Programming Results

Being that programming is our core function, a full separate section in this Report has been dedicated to programs and services. I refer you thereto for detailed results and commentary.

Acknowledgements

The successes in the past year are due to the efforts of many and, as always, success can be traced back to the human component. To that end, I wish to relay a heartfelt thanks to all of our staff and management for their hard work, dedication, and support throughout the past year. I would also like to extend this thanks to our Board of Governors for their wisdom and guidance provided to the College. To the various and many communities in which we ran programs in the past year, we thank-you for always making us feel welcome and for your efforts to contribute to our success… the College truly belongs to you. And finally, but most importantly, to our customers and students, we acknowledge and embrace that it is for you that we strive for excellence in the appropriateness and quality in everything we do!

Respectfully submitted,

Graham T. Mickleborough
President and CEO

Program Activity Groups for Southeast Regional College

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll – ment	Registrations	Participant Hours	FLEs	Student Enroll – ment	Registrations	Participant Hours	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	270	471	151,632	280.8	270	544	136,933	253.58
	Apprenticeship & Trade								
	Total Institute Credit	270	471	151,632	280.8	270	544	136,933	253.58
	Industry Credit:								
	Total Industry Credit	2,531	3,522	53,736	223.9	3,134	4,400	63,140	321.00
	Workbased Training:								
	Total Workbased Training								
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	1,048	1,152	14,820	59.5	790	1,145	19,848	82.70
TOTAL SKILLS TRAINING		3,849	5,145	220,188	564.2	4,194	6,089	219,921	657.28
BASIC EDUCATION	**BE Credit:**								
	Adult	69	148	42,084	100.2	102	142	30,800	73.33
	Academic GED	34	49	378	.9	33	51	214	.51
	Total BE Credit	103	197	42,462	101.1	155	193	31,014	73.84
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	21	21	336	.8	41	41	1,812	4.31
	Literacy	49	49	n/a	n/a	47	47	n/a	n/a
	Total BE Non-Credit	70	70	336	.8	88	88	1,812	4.31
TOTAL BASIC EDUCATION		173	267	42,798	101.9	243	281	32,826	78.15
UNIVERSITY	***Total University***	108	152	24,593	105.1	141	207	17,874	76.38
TOTAL		4,130	5,564	287,579	771.2	4,578	6,577	270,621	811.81

SKILLS TRAINING—INSTITUTE CREDIT

This section contains a summary of programs and courses delivered in partnership with Saskatchewan Institute of Applied Science and Technology (SIAST) both on a full-time and part-time basis. Funding for full-time programs comes from the Saskatchewan Skills Extension Program (SSEP) and other federal or provincial sources. The following full-time programs were offered in 2003-04: Business Administration, Assiniboia and Weyburn; Cosmetology, Estevan; Electrician, Weyburn; Home Care/Special Care Aide, Whitewood; Office Education, Weyburn; Primary Care Paramedic, Whitewood; Licensed Practical Nursing, Estevan; and Welding, Weyburn.

Programs were also delivered as part-time credit modules, i.e.: Home Care/Special Care Aide, Early Childhood Education, Teacher Assistant, and Business Administration. When compared regionally to the previous year, the registration numbers have increased by 15%. The Participant Hours and Full Load Equivalents have both decreased by 9.6%. This can be explained by the fact that a different program mix was delivered last year compared to the previous year. This reality demonstrates how the market and demand can change from year to year, and how the College responds to these changes.

SKILLS TRAINING – INDUSTRY CREDIT

Partnerships are one of the cornerstones of our success in identifying and delivering relevant education and training programs to the people of southeast Saskatchewan. These partnerships include Prairie Driver Training Services for the delivery of Truck Driver Training programs, and the Saskatchewan Building Officials Association with the Building Code Training for Canadians. The College's partnership with the energy sector is strong; the Energy Training Institute Advisory Board continues to function and provide valuable input into the needs of the energy sector. Southeast Regional College is proud to be a founding member of the Early Safety Training Program designed to train young people with the skills and attitudes of working safe. The College provides this training at reduced rates for students as our commitment to the program. We will continue to seek and develop future partnerships that will enhance our ability to respond to the needs in our region.

Skills Training - Industry Credit represents the largest program area for the Business & Industry Division, representing 66.9% of the total registrations. Comparisons to the previous year demonstrate the exceptional growth that has been achieved in this area. Registrations increased by 24.9% over last year; Participant Hours grew by 17.5%; while Full Load Equivalents increased by 43.4%. The majority of this growth was realized within the Energy Training Institute and the variety of safety related courses it offers.

SKILLS TRAINING – NON CREDIT

This program section contains courses delivered by the College that are categorized in the areas of Industry Non Credit, Community/Individual Non Credit, and Personal Interest Non Credit courses. As the College places more emphasis on the credit side of skills training, this section has seen a reduction in the number of courses offered this year, especially in the areas of Community/Individual Development and Personal Interest courses. However, growth has been realized in the Industry Non Credit courses, as seen in Table 1.1. Overall, this program section has seen a small decline in registrations, a 34% increase in Participant Hours, and a 39% increase in Full Load Equivalents. These increases from the previous year are results of offering courses that were, in terms of time, longer in duration.

BASIC EDUCATION

Basic Education allows individuals to return to school and upgrade their education. Students study at their own pace, suitable to their individual needs and abilities. The program prepares students for further post-secondary educational opportunities and/or employment that require secondary school education. Basic Education includes Literacy, English as a Second Language, Family Literacy, General Educational Development (GED) and Employability Skills, as well as Adult 10 and 12.

In 2003-04, Adult 10 and 12 programs were offered in Estevan, Weyburn, Indian Head and Moosomin. An Adult 10 Cost Recovery Basic Education program was also offered at Ocean Man First Nation. Employability Skills were incorporated into all programs.

There were 45 tutor/student matches in the Literacy and English as a Second Language program. Students received one-on-one support from volunteer tutors. Two students in the program received daily one-on-one instruction with funding provided by partner agencies.

Family Literacy programming involved the College partnering with the Southeast Regional Library, Public Health nurses, and the local Teachers Association to provide "Books for Babies", a storybook for all babies born in the Weyburn region. Public Health nurses delivered this storybook as they went to the homes to visit mother and child. College Literacy Attendants and Library staff participated in Story Sacs training.

Ten academic GED programs and examinations were offered in four locations to 71 participants.

Highlights of the 2003-04 programming year in the Basic Education area included high student success rates and continuous intake policy, which assists in making wait lists more manageable, and increases accessibility for learners. High student completion rates are attributed to appropriate assessment, screening, counselling and implementation of appropriate instructional strategies. Instructors attended training with the Office of the Treaty Commission prior to the beginning of the 2003-04 term. The College continued ongoing discussion and planning with First Nations communities to deliver Basic Education programming on reserve that also includes counselling and assessment services.

UNIVERSITY

Southeast Regional College offers first year university courses throughout the region as an off-campus site for the University of Regina and the University of Saskatchewan, in the faculties of Arts, Education, Science, Pre-Administration, Fine Arts, and Pre-Professional (i.e.: Social Work, Human Justice).

In continuing to offer university courses, the College would like to expand the number and offerings to learners. We continue to explore viable alternatives for delivery. In 2003-04, the College had 207 registrations for a total of 17,874 Participant Hours and a Full Load Equivalent (FLE) of 76.38.

The delivery of these courses in the Moose Mountain and Weyburn/Big Muddy areas was either through face-to-face lecture or over the Saskatchewan Communications Network (SCN). In the Coteau and Trans Canada areas, SCN delivery was used. These different modes of delivery increase access to the learner, and make it more viable for the College to offer classes with smaller numbers of learners.

LEARNER SUPPORT

Southeast Regional College provides career counselling to individuals and organizations within the southeast region. In 2003-04, the College provided 2,369 counselling sessions to 1927 clients.

Counsellors provide assessment and testing services, workshops, and one-to-one sessions to assist individuals in identifying interests, skills and aptitudes, as well as providing information about careers, assistance in defining career goals, educational programs/institutions, labour market information, funding options and referrals where appropriate. After evaluating our intake/assessment procedures, improvements were made to better identify supports required for individual students. This refinement insures that learners are receiving appropriate, consistent, and effective referrals and placements, and has increased usage in disability related supports.

Counselling support was increased in order to deliver a very successful Older Worker Program. The Older Worker Program was delivered in Weyburn and Moosomin with the objective of delivering alternative training approaches to prepare older workers who are unemployed or underemployed, to make the transition to long-term sustainable employment. Counsellors received training in portfolio development, Patterns for Success, and Color Spectrums.

The College is also proud to be linked to the Southeast Education Foundation, which provides scholarships to College students. We also continue to maintain a close working relationship with Career and Employment Services throughout our region.

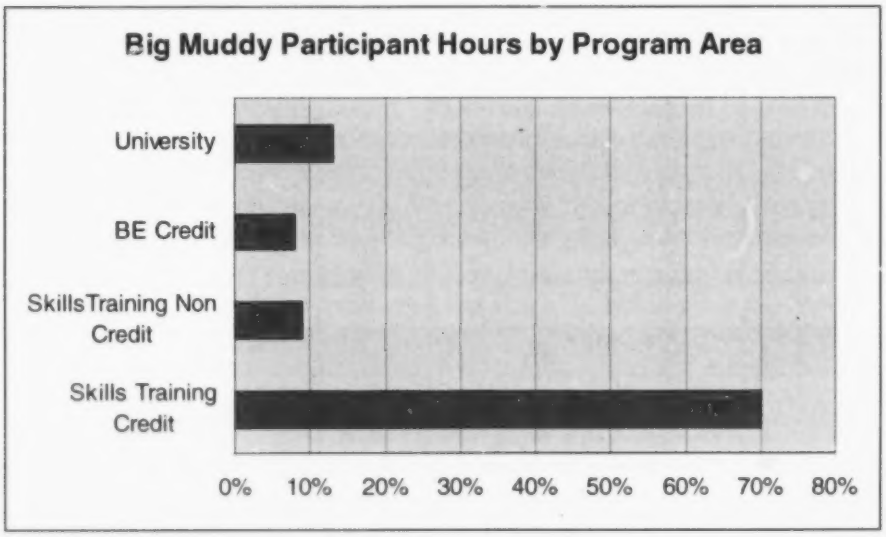
Exam invigilations take place at each of the campus locations. The College offers exam writing locations for distance education students from SIAST, Athabasca University and other learning institutions. Learners can arrange access to computers.

Estevan LPN Graduates

The Business and Industry Division achieved a successful 2003-04 program year. Each of the four districts delivered a variety of programming within the Skills Training Institute, Industry Credit, and Non Credit areas. Below is a regional summary of the activity in all programming areas.

Implementation of the campus structure is in its second year. Again, it has proven to be an effective model for the College, as demonstrated by the fact that each campus has exceeded both their financial and statistical objectives. The area of largest growth at each campus has been with training offered through the Energy Training Institute.

BIG MUDDY AREA



The main campus for this College area is located in Weyburn. The campus delivered four full-time credit programs in 2003-04. These included Pre-employment Electrician, Welding, Business . Administration, and Office Education programs. All programs were in response to labour market demand in the region. The campus also delivered a variety of first year university classes offered in partnership with the University of Regina, as well as a Basic Education program.

The Weyburn campus continues to expand training delivered through the Energy Training Institute achieving a 27% increase in registrations from the previous year. The majority of this training addressed the Occupational and Health Safety requirements for the Oil and Gas Sector and the Energy Sector. Courses have expanded to include Blow Out Prevention and Well Site Supervision

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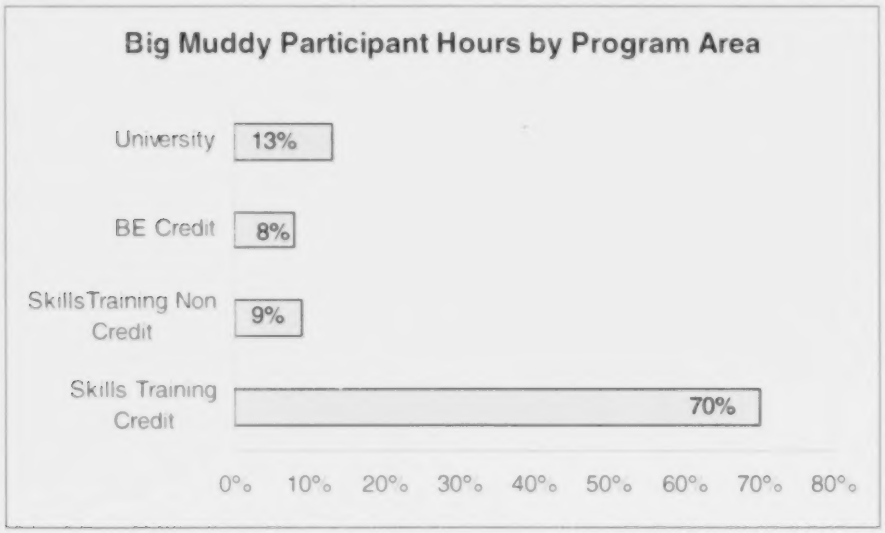
BIG MUDDY AREA



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The campus also delivered Truck Driver Training programs (including Pilot Escort Vehicle and Cargo Securement), Business courses, and part-time credit courses. The campus' overall Participant Hours and Full Load Equivalents decreased by 20.6%. These decreases are a direct result of having a different mix of programs and courses in 2003-04 than the previous year. This mix, in terms of overall program hours, was less than the previous year resulting in the corresponding decline in Participant Hours. The same holds true for Full Load Equivalents. This is a common occurrence in the division as the College oftentimes has different program and course mixes determined by the needs of the market place. Of more significance was the overall 20% increase in total registrations achieved by the campus in 2003-04 when compared to last year.

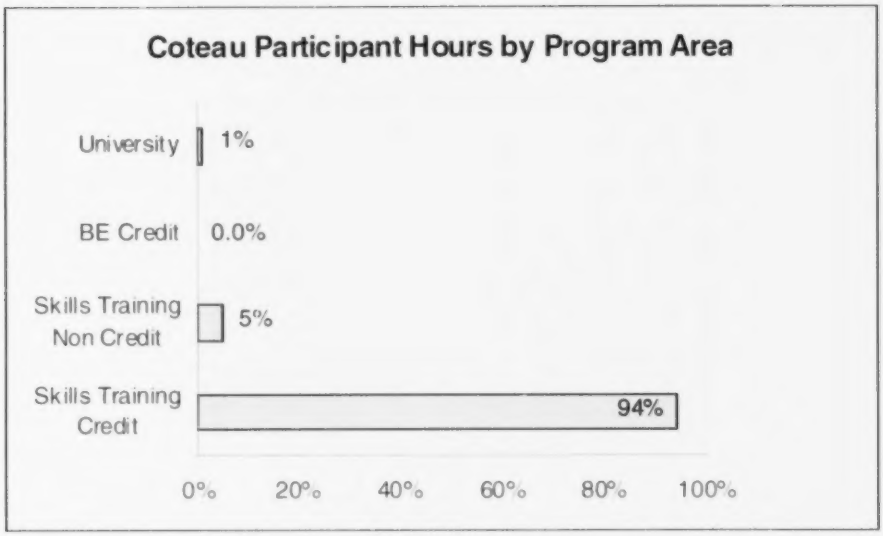
Weyburn campus partnered with HELP International with a goal to decrease local pollution levels, educate youth and adults about recycling, and reclamation of polluted sites through Phytoremediation. A benefit from this partnership is a $5000 grant to hold a competition between our SIAST Welding students to increase the efficiencies of the rudimentary tools used in Kenya and South Africa with their inventions. These low tech, high output machines or tools, once reinvented, will be used by the Kenyan and South African locals to create jobs and small businesses and improve the quality of life in their cities or villages. Canadians in Kenya are investigating and enhancing the pollution solutions there to bring the ideas or concepts back to Canada. Representatives from Kenya and South Africa are in Weyburn researching large production companies in recycling, fiberboard production and recycled plastic production. Initial discussions began in the spring of 2004 with brainstorming on how we can work together to achieve goals for our local region and help other countries with technology advancement and inexpensive invention.

Weyburn HELP International Project

Program Activity Groups for Big Muddy (Weyburn area)

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll – ment	Registrations	Partici- pant Hours	FLEs	Student Enroll – ment	Registrations	Partici- pant Hours	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	59	59	57,348	106.2	65	80	43,784	81.08
	Apprenticeship & Trade								
	Total Institute Credit	59	59	57,348	106.2		80		
	Industry Credit:								
	Total Industry Credit	636	831	16,680	69.5	797	1,055	15,620	65.08
	Workbased Training:								
	Total Workbased Training								
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	240	241	5,208	21.7	202	238	7,657	31.90
TOTAL SKILLS TRAINING		935	1,131	79,236	197.4	1064	1,373	67,061	178.06
BASIC EDUCATION	**BE Credit:**								
	Adult	15	41	12,180	29.0	24		6,200	14.76
	Academic GED	8	10	84	.2	8		39	.09
	Total BE Credit	23	51	12,264	29.2	32	55	6,239	14.85
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy	12	12	n/a					
	Total BE Non-Credit	12	12	n/a					
TOTAL BASIC EDUCATION		35	63	12,264	29.2	32	55	6,239	14.85
UNIVERSITY	*Total University*	88	88	14,976	64.0	72	111	11,268	37.56
TOTAL		1,058	1,282	106,476	290.6	1,168	1,539	84,568	230.47

COTEAU AREA

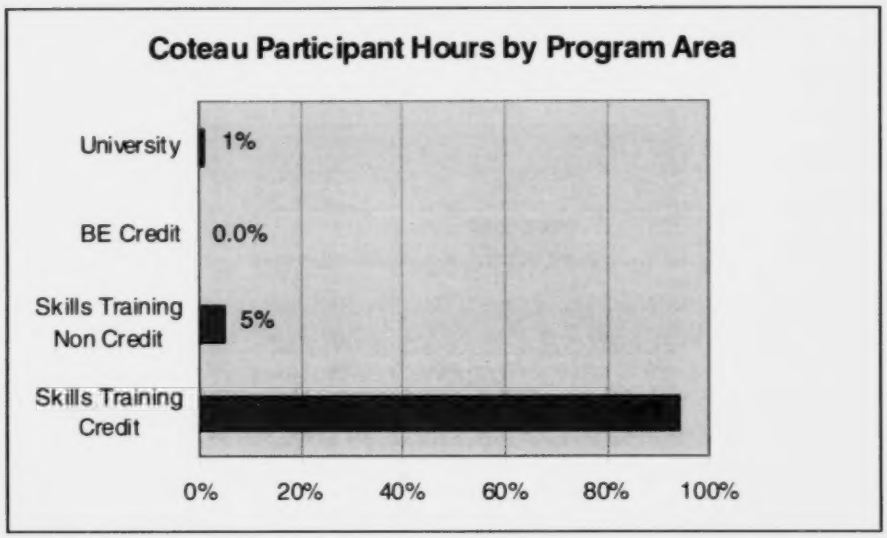


The main campus for this College area is located in Assiniboia. This was the first full year of operation of the campus in our new facility located in the Prince of Wales complex in Assiniboia. The grand opening of the campus was held in March with a number of dignitaries from the Department of Learning, Southeast Regional College and the town of Assiniboia in attendance.

The campus delivered one full-time credit program, Business Administration, in 2003-04 in response to area needs. The campus made significant strides to increasing registrations in Skills Training Industry Credit and Non Credit areas. Industry credit increased 195% while Non Credit training increased 88.8% over the previous year. The campus delivered courses in Truck Driver Training, Business, part-time credit courses and Community and Individual Development courses. Total registrations for all program areas increased 96%, Participant Hours increased 43% and Full Load Equivalents increased 28% when compared to last year.

Custom Harvester, a successful 6 week program was run in Assiniboia, and a Heavy Equipment Operator Program, offered in partnership with SIAST, Woodlands Campus was held in the Coronach area. The campus worked very close with the RM of Coronach, Lucsar, and Town of Coronach and left a very positive impression with the residents of Coronach and area.

COTEAU AREA



The main campus for this College area is located in Assiniboia. This was the first full year of operation of the campus in our new facility located in the Prince of Wales complex in Assiniboia. The grand opening of the campus was held in March with a number of dignitaries from the Department of Learning, Southeast Regional College and the town of Assiniboia in attendance.

The campus delivered one full-time credit program, Business Administration, in 2003-04 in response to area needs. The campus made significant strides to increasing registrations in Skills Training Industry Credit and Non Credit areas. Industry credit increased 195% while Non Credit training increased 88.8% over the previous year. The campus delivered courses in Truck Driver Training, Business, part-time credit courses and Community and Individual Development courses. Total registrations for all program areas increased 96%, Participant Hours increased 43% and Full Load Equivalents increased 28% when compared to last year.

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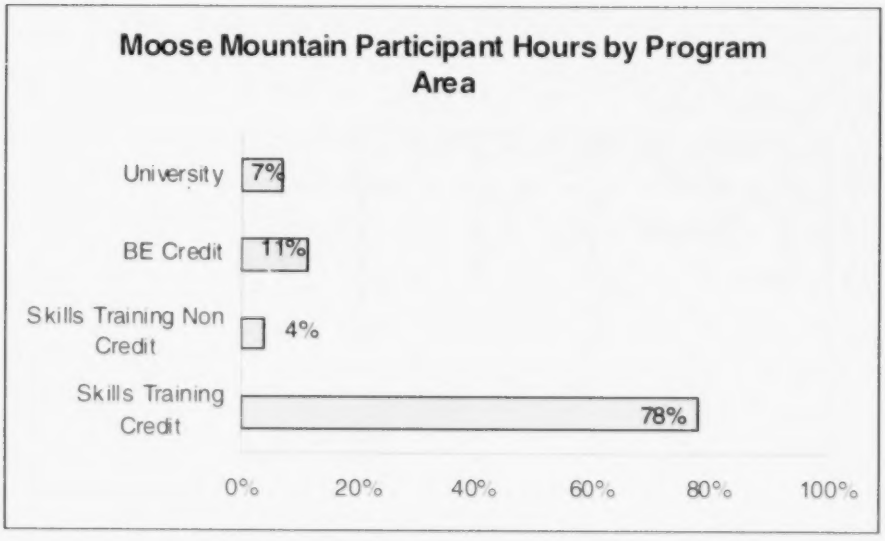
Program Activity Groups for Coteau (Assiniboia area)

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll – ment	Registrations	Participant Hours	FLEs	Student Enroll – ment	Registrations	Participant Hours	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	34	60	13,068	24.2	29	42	21,775	40.32
	Apprenticeship & Trade								
	Total Institute Credit	34	60	13,068	24.2	29	42	21,775	40.32
	Industry Credit:								
	Total Industry Credit	90	120	4,296	17.9	256	354	4,200	17.50
	Workbased Training:								
	Total Workbased Training								
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	98	98	1,704	7.1	129	185	1,541	6.01
TOTAL SKILLS TRAINING		222	278	19,068	49.2	414	581	27,516	63.83
BASIC EDUCATION	**BE Credit:**								
	Adult								
	Academic GED	9	9	84	.2	1	1	8	.02
	Total BE Credit	9	9	84	.2	1	1	8	.02
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	6	6	84	.2				
	Literacy	3	3	n/a	n/a				
	Total BE Non-Credit	9	9	84	.2				
TOTAL BASIC EDUCATION		18	18	168	.4	1	1	7.5	.02
UNIVERSITY	*Total University*	2	2	140	.6	3	3	114	.38
TOTAL		242	298	19,376	50.2	418	585	27,638	64.23

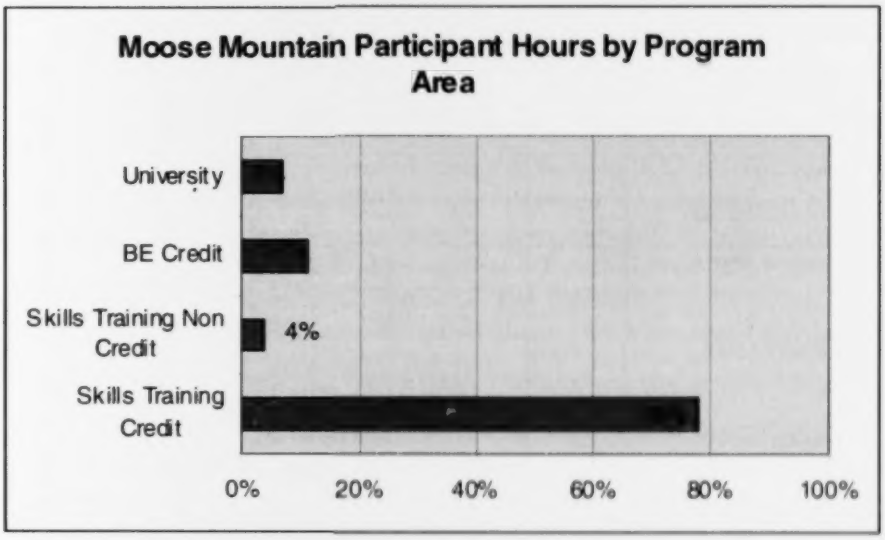
Heavy Equipment Operator Course at Coronach

MOOSE MOUNTAIN AREA



Heavy Equipment Operator Course at Coronach

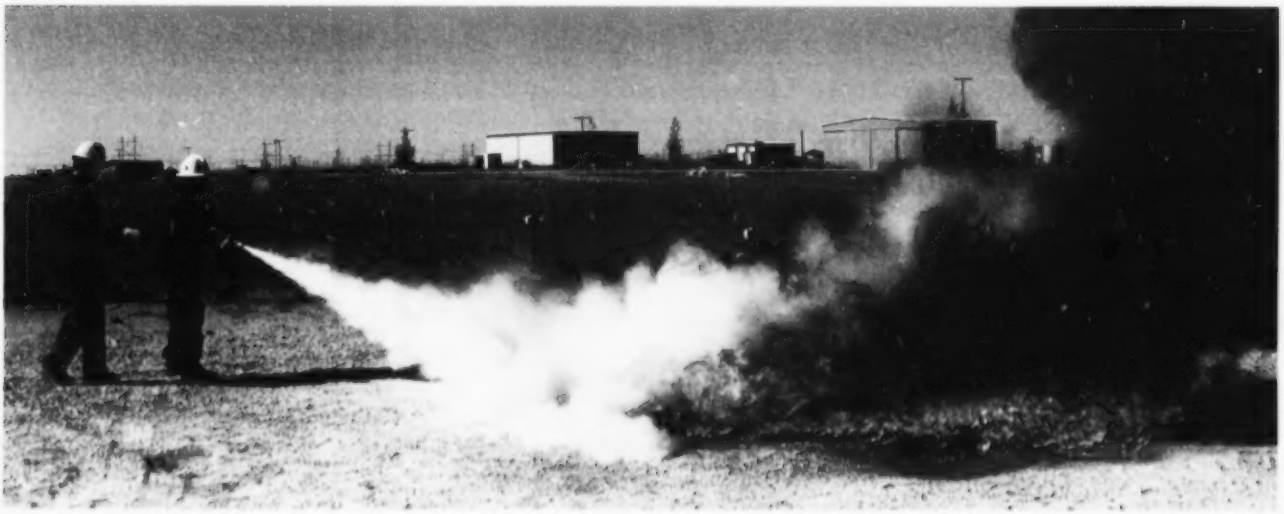
MOOSE MOUNTAIN AREA



Moose Mountain Area Continued

The main campus for this area is located in Estevan. The campus delivered three full-time credit programs in 2003-04. These included 4th Class Power Engineering, Licensed Practical Nursing and a Cosmetology program. All programs were in response to labour market demand in our region. The campus also delivered a variety of first year university courses in partnership with the University of Regina, as well as a Basic Education program. The largest growth area for the campus remains within the Industry Credit section. Here the campus increased registrations by 15% from the previous year. The campus also delivered part-time credit modules, Truck Driver Training programs, and a variety of Business courses. Total registrations for all program areas increased 3.5 %; Participant Hours increased 12% and Full Load Equivalents increased by 8% when compared to the previous year.

Some of the highlights with energy training courses included Fire Training, Special Provisional Engineer, and a Professional Oilfield Driver Course; this was the first time that the Wide Load Hauler and Pilot Vehicle Training portions of this course were offered anywhere in the province of Saskatchewan. Also held were Rig Rescue and Fall Protection training courses for workers, supervisors, managers and safety personnel involved in drilling and service rig operations. A new course, Safety Management and Regulatory Awareness for Well Site Supervision, was designed to ensure well site supervisors and prime contractors are aware of their responsibilities and roles with respect to Health and Safety at the well site. Students successfully completed a Well Service Blowout Prevention four-day course held in March, aimed at service rig operators and managers, well site supervisors, field and production foremen and production engineers involved in well killing operations on the service rig.

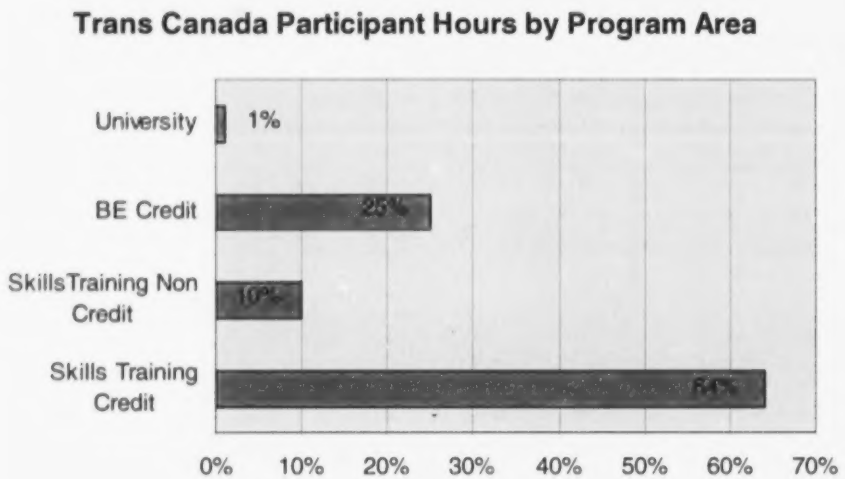


Estevan Fire Training

Program Activity Groups for Moose Mountain (Estevan Area)

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll – ment	Registrations	Partici- pant Hours	FLEs	Student Enroll – ment	Registrations	Partici- pant Hours	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	76	207	32,994	61.1	79	188	39,173	72.54
	Apprenticeship & Trade								
	Total Institute Credit	76	207	32,994	61.1	79	188	39,173	72.54
	Industry Credit:								
	Total Industry Credit	1,706	2,220	27,312	113.8	1,828	2,544	34,290	142.88
	Workbased Training:								
	Total Workbased Training								
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	444	518	5,328	22.2	262	297	4,053	16.9
TOTAL SKILLS TRAINING		2,226	2,945	65,634	197.1	2,169	3,029	77,516	232.32
BASIC EDUCATION	**BE Credit:**								
	Adult	20	46	8,820	21	31		9,900	23.57
	Academic GED	14	14	84	.2	20		146	.35
	Total BE Credit	34	60	8,904	21.2	51	61	10,046	23.92
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	7	7		.3	17			
	Literacy	16	16	n/a					
	Total BE Non-Credit	23	23		.3	17	17	282	.67
TOTAL BASIC EDUCATION		57	83	9,030	21.5	68	78	10,328	24.59
UNIVERSITY	*Total University*	63	57	9,220	39.4	61	87	6,276	20.92
TOTAL		2,346	3,085	83,884	258.0	2,298	3,194	94,120	277.83

TRANS CANADA AREA

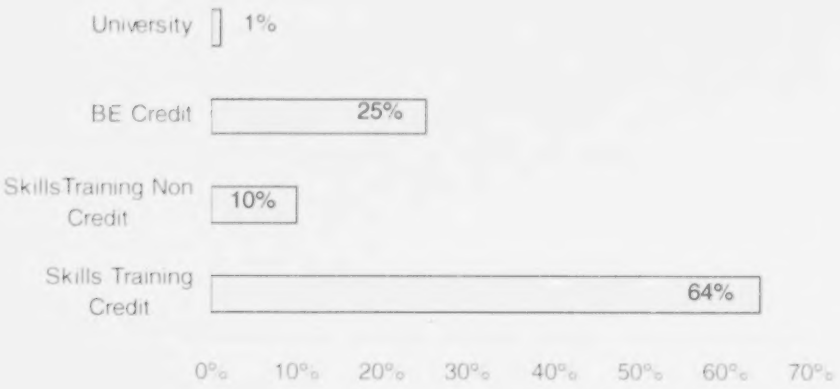


The main campus for this area is located in Whitewood. The area also has campuses in Moosomin and Indian Head. The Moosomin campus offers a Basic Education program and a number of Skills Training Credit and Non Credit programming. The College implemented a plan this year to expand program offerings at our Moosomin campus and has a long term plan to increase/improve facility capacity to respond to the growing needs of this area. Short Order Cooking, in partnership with SIAST, was held in Moosomin for a duration of twelve weeks. Indian Head campus offers a Basic Education program, a Truck Driver Training Project, and a small number of Skills Training Credit and Non Credit training. The Whitewood campus offers a variety of programming in the Skills Training Credit and Non Credit program areas.

Trans Canada area is home to the largest concentration of Aboriginal population in our region. The College has a very strong partnership with all First Nation entities in this region that has resulted in a number of programs being delivered to this group. Whitewood campus delivered an Ecotourism program for Cowessess First Nation, a Basic Education program for Ocean Man First Nation, and completed two Pre-employment Carpentry programs at White Bear and Kahkewistahaw First Nations. A full-time Home Care/Special Care Aide Certificate program was offered as well as a Primary Care Paramedic Applied Certificate Program in Whitewood.

TRANS CANADA AREA

Trans Canada Participant Hours by Program Area



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The campus increased registrations in the Industry credit area by 33.3% compared to last year. Overall registrations decreased by 11.5%, Participants Hours decreased by 38.2%, and Full Time Equivalents decreased by 42.2%. These decreases are a direct result of having a different mix of programs and courses in 2003-04 than the previous year. This mix in terms of overall program hours was less than the previous year resulting in the corresponding decline in Participant Hours. The same holds true for Full Load Equivalents. This is a common occurrence in the division as the College oftentimes has different program and courses mixes determined by the needs of the market place. The campus was able to offer a number of programs and courses that generated higher profit margins than the previous year's program mix. This resulted in the campus exceeding budgeted contribution levels for 2003-04.

Pre-employment Carpentry Program at Kahkewistahaw First Nation

Program Activity Groups for Trans Canada (Whitewood area)

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll – ment	Registrations	Participant Hours	FLEs	Student Enroll – ment	Registrations	Participant Hours	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	101	145	48,222	89.3	102	234	32,201	59.63
	Apprenticeship & Trade								
	Total Institute Credit	101	145	48,222	89.3	102	234	32,201	59.63
	Industry Credit:								
	Total Industry Credit	299	351	5,448	22.7	358	468	9,031	37.63
	Workbased Training:								
	Total Workbased Training								
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	270	791	28,920	120.5	197	425	6,698	27.91
TOTAL SKILLS TRAINING		670	1,287	82,590	232.5	657	1,127	47,930	125.17
BASIC EDUCATION	**BE Credit:**								
	Adult	34	61	21,084	50.2	47		14,700	35.00
	Academic GED	16	16	126	.3	4		21	.05
	Total BE Credit	50	77	21,210	50.5	51	76	14,721	35.05
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	8	8	126	.3	24		1,530	3.64
	Literacy	17	17	n/a					
	Total BE Non-Credit	25	25	126	.3	24	24	1,530	3.64
TOTAL BASIC EDUCATION		75	102	21,336	50.8	75	100	16,251	38.69
UNIVERSITY	*Total University*	4	5	257	1.1	4	6	180	.6
TOTAL		749	1,394	104,183	284.4	736	1,233	64,361	164.46

Accountability Tables

Performance Measures and Results
Ends 1-5 35

Table 2.1: Equity Participation Enrollments by
Program Groups for the Whole College 40

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College 42

GOAL	**BASIC EDUCATION & RELATED ACTIVITIES:** 1. Individuals disengaged from the workplace will acquire the knowledge and skills to obtain and sustain employment or pursue their studies in a post-secondary program of study.	
OBJECTIVES	1.1 – **Students will have self-knowledge, cross-cultural awareness, and will be proficient in literacy, numeracy, employability, and lifelong learning skills.** 1.2 – **The priority groups are aboriginals (First Nations and Métis), individuals with low literacy and numeracy skills, youth (17-30), people in transition due to economic or technological change, and social assistance recipients.**	**KEY/MAJOR INITIATIVES** 1. Run Basic Education Programs to capacity. 2. Basic Education Instructors to attend cultural awareness training. 3. Offer programs suited to required level of training. 4. Offered a range of programs. 5. Programs will include non credit courses that enhance the learners' skills. 6. Provide counselling and assessment services.

PERFORMANCE MEASURES	**Measures**	**2003-04**	**2003-04 Results**
	Ensure access for those requiring service in the region	Maximize usage of all programs. 4 credit Basic Education Programs 15 non credit Basic Education Programs	Program enrollments were maximized. Continuous intake was also used to increase access. 20 credit Basic Education Programs 9 non credit Basic Education Programs
	Ensure participation by aboriginal people	Continue to work with the aboriginal communities to deliver quality, relevant programs and services and to enhance partnerships.	Almost 70% of full-time Basic Education students were aboriginal people.
	Graduation/completion rate for people disengaged from the workplace	2003-04 Baseline – 85%	Grade 10 – 86% Grade 12 – 93% Grade 12 (P/T) – 100%
	Employment rate for people disengaged from the workplace		Grade 10 – 27% Grade 12 – 20%
	Continued education for people disengaged from the workplace		Grade 10 – 49% Grade 12 – 67%

GOAL	**BASIC EDUCATION & RELATED ACTIVITIES:** 1. Individuals disengaged from the workplace will acquire the knowledge and skills to obtain and sustain employment or pursue their studies in a post-secondary program of study.	
OBJECTIVES	1.1 – Students will have self-knowledge, cross-cultural awareness, and will be proficient in literacy, numeracy, employability, and lifelong learning skills. 1.2 – The priority groups are aboriginals (First Nations and Métis), individuals with low literacy and numeracy skills, youth (17-30), people in transition due to economic or technological change, and social assistance recipients.	**KEY/MAJOR INITIATIVES** 1. Run Basic Education Programs to capacity. 2. Basic Education Instructors to attend cultural awareness training. 3. Offer programs suited to required level of training. 4. Offered a range of programs. 5. Programs will include non credit courses that enhance the learners' skills. 6. Provide counselling and assessment services.

PERFORMANCE MEASURES			
	Measures	**2003-04**	**2003-04 Results**
	Ensure access for those requiring service in the region	Maximize usage of all programs. 4 credit Basic Education Programs 15 non credit Basic Education Programs	Program enrollments were maximized. Continuous intake was also used to increase access. 20 credit Basic Education Programs 9 non credit Basic Education Programs
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	Employment rate for people disengaged from the workplace		Grade 10 – 27% Grade 12 – 20%
	Continued education for people disengaged from the workplace		Grade 10 – 49% Grade 12 – 67%

GOAL	**UNIVERSITY & VOCATIONAL/TECHNICAL TRAINING:** 2. Individuals requiring post-secondary credentials to obtain employment in their chosen field shall receive the necessary credit or credentials to obtain employment or to continue their studies.	
OBJECTIVES	**2.1 – The priority recipient groups are high school graduates, aboriginals, workers in transition, and individuals with access barriers.** **2.2 – Individuals shall obtain credentials or prerequisites for employment or continued studies in the areas of applied science and technology or university.**	**KEY/MAJOR INITIATIVES** 1. To offer a range of programs in response to the labour market need. 2. Offer programs on a full and part-time basis to increase accessibility. 3. To provide on-going counseling support to learners to assist them in developing their career plan.

PERFORMANCE MEASURES		
Measures	**2003-04**	**2003-04 Results**
Applicability to programs to labour market.	Conduct needs assessments and work with partners to identify current and future needs for programs and services.	The programs/courses offered in 2003-04 were filled to capacity. Follow-up studies in the SIAST full-programs indicate a large number employed in their field of study or intention to go on to further training.
Completion rate of learners.		95% completion rate in SIAST full-time programs.
Student support services provided.	Provide counseling services to students in all locations.	Support was provided to all student enrolled in college programs.
Range of programs offered.	Continue to offer a range of programs to meet identified needs. Work with other post-secondary institutions to provide these programs.	A number of full-time programs were offered including Office Education, Business Administration, Cosmetology, Electrician, Home Care/Special Care Aide, Primary Care Paramedic, Licensed Practical Nurse, and Welding. Part-time modules were also delivered across the college region.

GOAL	**BUSINESS & INDUSTRY:** 3. Public and private sector organizations and businesses have the knowledge and skills to sustain and grow their operations.	
OBJECTIVES	**3.1 – Business owners/managers have the human resource management, financial management, and business management skills for sustainability and growth in their organization/business.** **3.2 – Individuals have knowledge, skills, and certifications necessary for continued employment and career advancement.**	**KEY/MAJOR INITIATIVES** 1. Develop campus plans that identify specific needs in each of the four college areas. 2. Develop linkages with business and industry to be up-to-date on their certification and skill requirements.

PERFORMANCE MEASURES		
Measures	**2003-04**	**2003-04 Results**
Partnerships	Continue to enhance existing partnerships including Chamber of Commerce, REDA, Energy Training Institute Advisory Board, Petroleum Industry Training Services organizations.	Building new partnerships: developed stronger partnerships with First Nations which resulted in increased programming for the College. Developing partnership with Moose Mountain Heavy Equipment Training and Keiberg International to position College to meet growing need for operators in the Oil and Gas sector. Developing partnership with the U of R for the delivery of Business programming for the College.
Community Involvement	Continue to participate in relevant community organizations to better understand the education and training needs of our region and match programs and services to address the needs.	Consultants continue to identify key communities in their regions and local organizations to access to assist the College in addressing needs. This has been achieved through either advisory groups or becoming members of organizations in each community.
Campus Plans	Continue to develop Campus Plans.	Campus Plans include needs assessments by sector for each area, plans that match programming to needs, a growth strategy for future years, financial plans, and facility needs of each campus.

GOAL	**UNIVERSITY & VOCATIONAL/TECHNICAL TRAINING:** 2. Individuals requiring post-secondary credentials to obtain employment in their chosen field shall receive the necessary credit or credentials to obtain employment or to continue their studies.	
OBJECTIVES	2.1 – The priority recipient groups are high school graduates, aboriginals, workers in transition, and individuals with access barriers. 2.2 – Individuals shall obtain credentials or prerequisites for employment or continued studies in the areas of applied science and technology or university.	**KEY/MAJOR INITIATIVES** 1. To offer a range of programs in response to the labour market need. 2. Offer programs on a full and part-time basis to increase accessibility. 3. To provide on-going counseling support to learners to assist them in developing their career plan.

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GOAL	**BUSINESS & INDUSTRY:** 3. Public and private sector organizations and businesses have the knowledge and skills to sustain and grow their operations.	
OBJECTIVES	3.1 – Business owners/managers have the human resource management, financial management, and business management skills for sustainability and growth in their organization/business. 3.2 – Individuals have knowledge, skills, and certifications necessary for continued employment and career advancement.	**KEY/MAJOR INITIATIVES** 1. Develop campus plans that identify specific needs in each of the four college areas. 2. Develop linkages with business and industry to be up-to-date on their certification and skill requirements.

PERFORMANCE MEASURES	Measures	2003-04	2003-04 Results
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	Campus Plans	Continue to develop Campus Plans.	Campus Plans include needs assessments by sector for each area, plans that match programming to needs, a growth strategy for future years, financial plans, and facility needs of each campus.

GOAL	**COMMUNITY & ECONOMIC DEVELOPMENT:** 4. Communities have the social, civic, and human capital required for sustainability and growth.	
OBJECTIVES	4.1 – The priority sectors are oil and gas, mining, electrical generation, agriculture, and agri-business, and hospitality. 4.2 – The priority geographic communities are the major trading areas located in the College region. 4.3 – Community leaders and potential leaders have the collaboration and leadership aptitudes and skills necessary to sustain and grow their communities. 4.4 – Skills shortages, which limit business development, are reduced in a timely manner. 4.5 – College leadership networks and partnerships build civic capital in the priority communities.	**KEY/MAJOR INITIATIVES** 1. Participate in economic development 2. Conduct local and regional need assessments. 3. Through partnerships and involvement in the community, know the directions and anticipate upcoming requirements.

PERFORMANCE MEASURES	**Measures**	**2003-04**	**2003-04 Results**
	Partnerships	Continue to enhance current and build new partnerships that ensure linkage of program and service offerings to need. Specific to 2003-04, this includes: 1) exploring Centre 48 partnership opportunities 2) targeting key communities outside our campus locations.	Consultants in each district expanded contacts into 3-4 target communities outside their home campus. Particular emphasis placed on Moosomin community. Programming there expanded exponentially. Initiated discussion and visited Centre 48 in Montmartre related to their education/development model and potential partnering with the College.
	Participate in economic development initiatives	College representatives participate in economic committees, initiatives, etc. Specific to 2003-04 was to explore a Business Incubator in Weyburn.	Key staff, particularly district consultants, hold positions on Chambers of Commerce, REDA's, Community Futures, and others. College representatives serve on the steering committee examining the feasibility of a Business Incubator for Weyburn and area.
	Needs identification	Continued evaluation of effective, needs driven campus plans.	Campus plans demonstrate greater emphasis on needs assessment resulting in higher business volumes and lower cancellation rates.

GOAL	**STUDENT SUCCESS:** 5. Students are successful.	
OBJECTIVES	5.1 – Students make informed career and program choices. 5.2 – Students identify and successfully deal with physical, learning, financial, and personal barriers. 5.3 – Students complete their program of choice.	**KEY/MAJOR INITIATIVES** 1. Provide counselling services to all College learners. 2. Assist learners in the development of educational and career plans.

PERFORMANCE MEASURES		
Measures	**2003-04**	**2003-04 Results**
Student satisfaction	Determine baseline	High overall satisfaction with counselling and advising services.
Attained goals	Determine baseline	Assistance provided to learners with barriers – 95% successfully completed
Funding	Determine baseline	93% satisfaction with support services.
Scholarships	Determine baseline	79 awards totaling $35,500 were given to College students.

GOAL	**COMMUNITY & ECONOMIC DEVELOPMENT:** 4. Communities have the social, civic, and human capital required for sustainability and growth.	
OBJECTIVES	4.1 – The priority sectors are oil and gas, mining, electrical generation, agriculture, and agri-business, and hospitality. 4.2 – The priority geographic communities are the major trading areas located in the College region. 4.3 – Community leaders and potential leaders have the collaboration and leadership aptitudes and skills necessary to sustain and grow their communities. 4.4 – Skills shortages, which limit business development, are reduced in a timely manner. 4.5 – College leadership networks and partnerships build civic capital in the priority communities.	**KEY/MAJOR INITIATIVES** 1. Participate in economic development 2. Conduct local and regional need assessments. 3. Through partnerships and involvement in the community, know the directions and anticipate upcoming requirements.

PERFORMANCE MEASURES	Measures	2003-04	2003-04 Results
	Partnerships	Continue to enhance current and build new partnerships that ensure linkage of program and service offerings to need. Specific to 2003-04, this includes: 1) exploring Centre 48 partnership opportunities 2) targeting key communities outside our campus locations.	Consultants in each district expanded contacts into 3-4 target communities outside their home campus. Particular emphasis placed on Moosomin community. Programming there expanded exponentially. Initiated discussion and visited Centre 48 in Montmartre related to their education/development model and potential partnering with the College.
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	Needs identification	Continued evaluation of effective, needs driven campus plans.	Campus plans demonstrate greater emphasis on needs assessment resulting in higher business volumes and lower cancellation rates.

GOAL	**STUDENT SUCCESS:** 5. Students are successful.	
OBJECTIVES	5.1 – Students make informed career and program choices. 5.2 – Students identify and successfully deal with physical, learning, financial, and personal barriers. 5.3 – Students complete their program of choice.	**KEY/MAJOR INITIATIVES** 1. Provide counselling services to all College learners. 2. Assist learners in the development of educational and career plans.

PERFORMANCE MEASURES	**Measures**	**2003-04**	**2003-04 Results**
	Student satisfaction	Determine baseline	High overall satisfaction with counselling and advising services.
	Attained goals	Determine baseline	Assistance provided to learners with barriers – 95% successfully completed
	Funding	Determine baseline	93% satisfaction with support services.
	Scholarships	Determine baseline	79 awards totaling $35,500 were given to College students.

TABLE 2.1: Equity Participation Enrollments by Program Groups for the Whole College		Actuals																					
		2002-2003											2003-2004										
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enroll-ment		Aboriginal			Visible Minority			Disability			Total Enroll-ment	
SKILLS TRAINING	-	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT
	Institute Credit:																						
	SIAST	18	•	•	1	•	•	-	•	•	73	•	6	•	•	1	•	•	-	•	•	80	•
	Other:																						
	Apprenticeship & Trade	•		•	•		•	•		•	•		•		•	•		•	•		•	•	
	Total Institute Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Industry Credit:																						
	Total Industry Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Workbased Training:																						
	Total Workbased Training	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL SKILLS TRAINING CREDIT																							
BASIC EDUCA-TION	**Basic Education Credit:**																						
	Adult 12	40	•	•	39	•	•	-	•	•	79	•	37	5	•	42	4	•	•	•	•	79	9
	Adult 10	27	•	•	30	•	•		•	•	57	•	23	4	•	26	4	•	•	•	•	47	8
	Academic GED	-	•	•	-	•	•	-	•	•	8	•	•	•	•	•	•	•	•	•	•	•	•
	Total BE Credit																						
	Basic Education Non-Credit:																						
	Employability/Life Skills	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	English Language Training	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	General Academic Studies	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Literacy	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Total BE Non-Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL BASIC EDUCATION																							
UNIVER-SITY	*Total University*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL ENROLLMENT																							

(Please do not enter data in the shaded areas) **• Data not available (Transition Year)** Note 1: Institute Credit contains information for full-time programs only. as = Casual

TABLE 3.1: Student Success by Program Groups for the Whole College		Actuals											
		2002-2003								2003-2004			
	Program Groups	Total Student Completed		Total Students Graduated		Total Employed		Total Going to Further Training		Total Student Completed		Total Students Graduated	
SKILLS TRAINING	-	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	Institute Credit:												
	SIAST	73	•	70	•	42	•	2	•	95	•	95	•
	Other:	•	•	•	•	•	•	•	•	•	•	•	•
	Apprenticeship & Trade	•		•		•		•		•		•	
	Total Institute Credit	•	•	•	•	•	•	•	•	•	•	•	•
	Industry Credit:												
	Total Industry Credit	•	•	•	•	•	•	•	•	•	•	•	•
	Workbased Training:												
	Total Workbased Training	•	•	•	•	•	•	•	•	•	•	•	•
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)												
	Total Non-Credit	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL SKILLS TRAINING		•	•	•	•	•	•	•	•	•	•	•	•
BASIC EDUCATION	**Basic Education Credit:**												
	Adult 12	106	•	15	•	28	•	65	•	•	•	20	7
	Adult 10	37	•	12	•	10	•	18	•	•	•	15	•
	Academic GED	•	49	•	•	•	•	•	•	•	•	•	•
TOTAL BASIC EDUCATION													
UNIVERSITY	***Total University***	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL ENROLLMENT													

(Please do not enter data in the shaded areas)

Completed = the total number of students who completed course requirements or remained to the end of the program
Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution.

• Data not available (Transition Year)

Note 1: In Basic Education completed refers to all students who have attended full term of the program for which they were registered including those who completed their personal/academic goal. In our programs, which are continuous intake, full term is defined as the student start date to the program completion date or the date a student's personal goal is achieved.

Note 2: The number of completers, employed, further training will not add to enrollment totals. Some of those enrolled were not able to be contacted; others were not actively looking for employment. Only numbers for which follow-up studies have been completed have been included.

TABLE 4.1: Equity Participation Completers and Graduates by Program Groups for the Whole College		Actuals																	
		2002-2003									2003-2004								
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	-																		
	Institute Credit:																		
	SIAST	15	•	•	1	•	•	1	•	•	9	9	9	1	1	1	•	•	•
	Other:	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Apprenticeship & Trade	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Total Institute Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Industry Credit:																		
	Total Industry Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Workbased Training:																		
	Total Workbased Training	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL SKILLS TRAINING CREDIT		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
BASIC EDUCATION	**Basic Education Credit:**																		
	Adult 12	40			39			-			42	31		46	30		-		
	Adult 10	27			30			-			27	16		30	22		-		
	Academic GED	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Total BE Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Basic Education Non-Credit:																		
	Employability/Life Skills	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	English Language Training	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	General Academic Studies	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Literacy	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Total BE Non-Credit	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL BASIC EDUCATION		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
UNIVER-	***Total University***	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
TOTAL ENROLLMENT																			

E = total enrollment
C = completers (the total number of students who completed course requirements or remained to the end of the program)
G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution)

• Data not available (Transition Year)

Note: 2002-03 Completers/Graduates not specified – do not have information.

Glossary

Full-time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

(a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and

(b) for university courses: a minimum of 216 hours of scheduled class time for the academic year.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Part-time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Student Enrollments: a count of unique individuals taking training with the college.

Registrations: a count of applications for training sessions; one unique individual may have multiple applications.

Participant Hours: the sum of the prescribed instructional time for each individual each training session.

Example: An individual taking First Aide/CPR, H2S, and TDG would show as one enrollment, 3 registrations and 34 participant hours, and .14 FLE in the Industry Credit program group.

Full Load Equivalents (FLE): is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group. Full Load Equivalents are calculated as follows:

Institute Credit:	1 FLE = 540 participant hours
Industry Credit:	1 FLE = 240 participant hours
Non Credit:	1 FLE = 240 participant hours
BE Credit:	1 FLE = 420 participant hours
BE Non Credit:	1 FLE = 420 participant hours
University:	1 FLE = 234 participant hours

Program Delivery Centre: an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

Cogent
BUSINESS CONSULTING

AUDITOR'S REPORT

To the Directors of Southeast Regional College:

We have audited the statement of financial position of Southeast Regional College as at June 30, 2004, and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these Financial Statements for the Treasury Board's approval. Our responsibility is to express an opinion on these Financial Statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the Financial Statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the Financial Statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall Financial Statement presentation.

In our opinion, these Financial Statements present fairly, in all material respects, the financial position of the College as at June 30, 2004, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Weyburn, Saskatchewan
August 9, 2004

Cogent Business Consulting
Certified General Accountants

CERTIFIED GENERAL ACCOUNTANTS
115 Second Street, Weyburn, Saskatchewan S4H 0T7
Tel: 306-842-8123 • Fax: 306-842-8171
Toll Free: 1-877-211-8123
Cogent Business Consulting is a trademark of Dillon Hillstead Melanson Consulting Group Inc.

Southeast Regional College
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chose those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling it responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Governors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils it financial reporting responsibilities. The Board meets with management and with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Cogent Business Consulting Certified General Accountants. The Auditors' Report outlines the scope of their examination and provides their option on the fairness of the presentation of the information in the financial statements.

President

Director, Finance and Administration

August 9, 2004

Statement 1

Southeast Regional College
Statement of Financial Position
as at June 30, 2004

	2004			2003
	Operating	Capital	Total	Total
Assets				
Current Assets				
Cash	$ 1,496,900	$ -	$ 1,496,900	$ 1,265,775
Temporary investments	773,851	-	773,851	773,851
Accounts receivable (note 3)	530,594	-	530,594	298,194
Prepaid expenses	66,948	-	66,948	87,719
	2,868,293	-	2,868,293	2,425,539
Non-current Assets				
Capital assets (note 4)	-	1,083,639	1,083,639	897,121
Deferred rent (note 5)	-	60,000	60,000	75,000
	-	1,143,639	1,143,639	972,121
	$ 2,868,293	$ 1,143,639	$ 4,011,932	$ 3,397,660
Liabilities				
Current Liabilities				
Accrued salaries and benefits (note 6)	$ 207,848	$ -	$ 207,848	$ 124,075
Accounts payable & accrued liabilities	295,195	-	295,195	250,764
Unearned revenue (note 7)	802,178	-	802,178	720,460
	1,305,221	-	1,305,221	1,095,299
Net Assets				
Invested in capital assets	-	1,143,639	1,143,639	972,121
Externally restricted (note 8)	-	-	-	42,217
Internally restricted (note 8)	312,421	-	312,421	514,077
Unrestricted	1,250,651	-	1,250,651	773,946
	1,563,072	1,143,639	2,706,711	2,302,361
	$ 2,868,293	$ 1,143,639	$ 4,011,932	$ 3,397,660

Approved on behalf of the Board

Approved on behalf of the Board

The accompanying notes form an integral part of these financial statements

Southeast Regional College
Statement of Operations
for the year ended June 30, 2004

	Budget 2004 (note 9)	2004	2003	2004	2003	2004	2003
		Operating		Capital		**Total**	Total
Revenues (Schedule 1)							
Provincial government	$4,072,516	$ 3,926,441	$3,675,171	$ 179,287	$ 77,000	**$ 4,105,728**	$ 3,752,171
Federal government	-	34,132	11,420	-	-	**34,132**	11,420
Other revenue	1,814,707	2,157,283	1,876,241	20,903	4,110	**2,178,186**	1,880,351
Total revenues	5,887,223	6,117,856	5,562,832	200,190	81,110	**6,318,046**	5,643,942
Expenses (Schedule 2)							
Agency contracts	1,633,796	1,755,745	1,383,622	-	-	**1,755,745**	1,383,622
Amortization	242,303	-	-	266,254	302,374	**266,254**	302,374
Equipment	40,739	57,397	19,568	391	-	**57,788**	19,568
Facilities	272,833	283,106	270,780	5,900	-	**289,006**	270,780
Information technology	98,475	58,092	90,157	-	-	**58,092**	90,157
Operating (Schedule 3)	1,111,042	890,692	799,454	-	1,114	**890,692**	800,568
Personal services	2,555,453	2,596,119	2,411,054	-	-	**2,596,119**	2,411,054
Total expenses	5,954,641	5,641,151	4,974,635	272,545	303,488	**5,913,696**	5,278,123
Excess (deficiency) of revenues over expenses	$ (67,418)	$ 476,705	$ 588,197	$ (72,355)	$ (222,378)	**$ 404,350**	$ 365,819

The accompanying notes form an integral part of these financial statements

Statement 3

Southeast Regional College
Statement of Changes in Net Assets
for the year ended June 30, 2004

	2004			2004	2003
	Invested in capital assets	Restricted	Unrestricted	**Total**	Total
Excess (deficiency) of revenues over expenses	$ (72,355)	$ -	$ 476,705	$ 404,350	$ 365,819
Net assets, beginning of year	972,121	556,294	773,946	2,302,361	1,936,542
Interfund transfers:					
Invested in capital assets	395,555	(395,555)	-	-	-
Externally imposed restrictions (note 8)	42,217	(42,217)	-	-	-
Internally imposed restrictions (note 8)	(193,899)	193,899	-	-	-
Net assets, end of year	$ 1,143,639	$ 312,421	$ 1,250,651	$ 2,706,711	$ 2,302,361

Restricted details:

	Beginning Balances	To Restricted	From Restricted	Ending Balance
Externally Restricted				
Technology Enchanced Learning pilot project	$ 42,217	$ -	$ 42,217	$ -
	42,217	-	42,217	-
Internally Restricted				
Reserve contingency fund	91,711	-	-	91,711
Information technology fund	260,860	20,903	222,019	59,744
Facility fund	114,889	179,287	167,879	126,297
Furniture and equipment fund	46,617	-	5,657	40,960
	514,077	200,190	395,555	318,712
	$ 556,294	$ 200,190	$ 437,772	$ 318,712

The accompanying notes form an integral part of these financial statements

Southeast Regional College
Statement of Cash Flows
for the year ended June 30, 2004

	2004	2003
Cash flows from operating activities		
Excess of revenues over expenses	**$ 404,350**	$ 365,819
Loss on disposal of assets	**-**	1,114
Amortization of capital assets	**251,254**	287,374
Amortization of deferred rent	**15,000**	15,000
	670,604	669,307
(Increase) decrease in accounts receivable	**(232,400)**	86,682
Decrease (increase) in prepaid expenses	**20,771**	(18,517)
Increase (decrease) increase in accrued salaries and benefits	**83,773**	(77,292)
Increase (decrease) in accounts payable and accrued liabilites	**44,431**	(104,383)
Increase in unearned revenue	**81,718**	96,318
Cash provided from operating activities	**668,897**	652,115
Cash flows from investing activities		
Purchase of capital assets	**(437,772)**	(53,877)
Cash used in investing activities	**(437,772)**	(53,877)
Net increase in cash and temporary investments	**231,125**	598,238
Cash and temporary investments, beginning of year	2,039,626	1,441,388
Cash and temporary investments, end of year	**$ 2,270,751**	$ 2,039,626

The accompanying notes form an integral part of these financial statements

Southeast Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2004

	2004								2004	2004 Budget (note 9)	2003
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Provincial Government											
Saskatchewan Learning											
Base grant	$ 1,971,022	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 1,971,022**	$ 1,964,092	$ 1,911,003
Program payments	-	1,230,551	-	441,820	-	-	1,305	30,000	**1,703,676**	1,529,424	1,595,109
Other	8,528	95,366	-	35,567	4,998	-	56,582	50,000	**251,041**	579,000	164,305
	1,979,550	1,325,917	-	477,387	4,998		57,887	80,000	**3,925,739**	4,072,516	3,670,417
Other Provincial	-	702	-	-	-	-	-	-	**702**	-	4,754
	1,979,550	1,326,619	-	477,387	4,998	-	57,887	80,000	**3,926,441**	4,072,516	3,675,171
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Seat purchases	-	-	-	-	-	-	-	-	-	-	-
Projects	10,941	-	-	-	-	-	-	23,191	**34,132**	-	11,420
Other	-	-	-	-	-	-	-	-	-		-
	10,941	-	-	-	-	-	-	23,191	**34,132**	-	11,420
Other Revenue											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Contracts	405	301,599	76,695	88,888	5,814	-	6,000	1,708	**481,109**	103,000	273,802
Interest	60,105	-	-	-	-	-	-	-	**60,105**	48,370	55,620
Rents	4,175	-	-	-	-	-	-	-	**4,175**	3,575	8,044
Resale Items	275	235,995	8,588	238	240	-	-	-	**245,336**	214,929	183,562
Tuitions	-	1,055,669	76,444	39,349	1,700	182,546	-	-	**1,355,708**	1,440,333	1,337,237
Other	10,850	-	-	-	-	-	-	-	**10,850**	4,500	17,976
	75,810	1,593,263	161,727	128,475	7,754	182,546	6,000	1,708	**2,157,283**	1,814,707	1,876,241
Total revenue	2,066,301	2,919,882	161,727	605,862	12,752	182,546	63,887	104,899	**6,117,856**	5,887,223	5,562,832
Total expenses (Schedule 2)	1,850,291	2,586,680	145,515	533,121	12,009	317,102	12,858	183,575	**5,641,151**	5,712,338	4,974,635
Excess (deficiency) of revenues over expenses	$ 216,010	$ 333,202	$ 16,212	$ 72,741	$ 743	$ (134,556)	$51,029	$ (78,676)	**$ 476,705**	$ 174,885	$ 588,197

The accompanying notes form an integral part of these financial statements

Southeast Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2004

	2004								**2004**	2004 Budget (note 9)	2003
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Agency contracts	$ -	$ 1,461,341	$ 58,132	$ 8,254	$ 775	$ 223,931	$ -	$ 3,312	**$1,755,745**	$1,633,796	$1,383,622
Equipment	13,280	37,606	1,650	724	-	-	4,137	-	**57,397**	40,739	19,568
Facilities	153,431	101,721	673	22,052	-	562	-	4,667	**283,106**	272,833	270,305
Information technology	20,534	32,263	600	140	-	-	3,103	1,452	**58,092**	98,475	90,633
Operating (Schedule 3)	352,598	393,724	27,752	43,500	1,272	33,482	4,459	33,905	**890,692**	1,111,042	799,454
Personal services	1,310,448	560,025	56,708	458,451	9,962	59,127	1,159	140,239	**2,596,119**	2,555,453	2,411,053
	$1,850,291	$ 2,586,680	$ 145,515	$ 533,121	$ 12,009	$ 317,102	$ 12,858	$ 183,575	$5,641,151	$5,712,338	$4,974,635
			$2,732,195		$ 545,130			$ 196,433			

The accompanying notes form an integral part of these financial statements

Schedule 3

Southeast Regional College
Schedule of Operating Fund Expenses
for the year ended June 30, 2004

	2004 Total	2004 Budget (note 9) Total	2003 Total
Advertising	$ 86,149	$ 129,440	$ 77,150
Association fees & dues	9,625	8,745	9,721
Bad debts	4,450	-	(7,683)
Financial services	3,833	1,637	3,499
In-service	34,809	60,189	30,494
Insurance	13,569	7,300	14,283
Materials & supplies	157,779	167,261	143,993
Printing & copying	4,018	29,435	4,254
Professional services	85,326	161,415	97,690
Resale items	217,292	203,549	147,033
Subscriptions	1,762	1,660	879
Telephone/fax	73,829	91,137	74,978
Travel	169,783	217,274	170,891
Other	28,468	32,000	32,272
	$ 890,692	$ 1,111,042	$ 799,454

The accompanying notes form an integral part of these financial statements

Notes to the Financial Statements

1. General Information

The Southeast Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The Board of the Southeast Regional College is responsible for administering and managing the educational affairs of the College in accordance with *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of Southeastern Saskatchewan by facilitating learning options in partnership with community groups and businesses.

2. Significant Accounting Policies

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

Funds are a separate self-balancing set of accounts for each accounting entity established within the accounting system, which segregate the transactions of a particular activity, as follows:

i. The Operating Fund accounts for the organization's programs delivery and administrative activities. The fund reports unrestricted resources and restricted operating and program grants.

ii. The Capital Fund reports the assets, liabilities, revenues and expenses related to the capital assets of the College.

b) Revenue Recognition

Restricted contributions related to general operations are recognized as revenue of the Operating Fund, in the year to which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund, in the year received.

Unrestricted contributions are recognized as revenue in the year received or receivable, if the amount to be received can be reasonably estimated, and collection is reasonably assured.

Investment income earned from the resources of internally restricted funds, is recorded as income in the Operating Fund.

Tuition, fee and contractual revenue is recognized as revenue of the Operating Fund in the period in which the related expenses are incurred.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Amortization is provided on a straight line basis over the estimated useful lives of the assets, and recorded as an expense in the capital fund, for the categories listed below:

Leasehold improvements	over the life of the lease, to which they relate
Program equipment and office equipment	5 years
Computer hardware and systems software	3 years
Office Furniture	10 years
Buildings	20 years

3. Accounts Receivable

Accounts receivable are composed of the following:

	2004	2003
	$	$
Saskatchewan Learning	**178,560**	118,806
Government of Saskatchewan-other	**5,034**	1,173
Other less allowance for doubtful accounts (2004-$8,119, 2003-$21,328)	**347,000**	178,215
	530,594	298,194

4. Capital Assets

	Cost	Accumulated Amortization	Net Book Value 2004	Net Book Value 2003
	$	$	$	$
Buildings	80,970	4,355	76,615	5,825
Leasehold improvements	1,142,201	426,457	715,744	736,923
Program equipment	305,857	250,164	55,693	49,380
Computer hardware	962,645	758,341	204,304	71,377
Office equipment	26,644	23,226	3,418	3,872
Office furniture	87,493	59,628	27,865	29,744
System software	196,395	196,395	-	-
	2,802,205	1,718,566	1,083,639	897,121

5. Deferred Rent

The College entered into a lease for facilities for a period of 10 years in 1998. A condition of the lease required an advance payment of $150,000 to the lessor of the premises. The payment has been recorded as deferred rent and will be amortized over the term of the lease at the rate of $15,000 per year.

6. Accrued Salaries and Benefits

Accrued salaries and benefits of $207,848 (2003 - $124,075) representing retroactive salary adjustments and vacation earned by employees but not yet paid, has been calculated and recorded in the accounts.

7. Unearned Revenue

Unearned revenue represents restricted funding for operating grants and program payments received in the current period, for operations of the subsequent period as follows:

	2004	2003
	$	$
Saskatchewan Learning	**762,992**	651,037
Federal Government	**-**	8,620
Other	**39,186**	60,803
	802,178	720,460

8. Restrictions on Net Assets

The Board of Governors have placed internal restrictions on certain net assets to be used for future expenditures as indicated on Statement 3. These internally restricted amounts are not available for other purposes without approval of the Board of Directors.

External restricted funds at June 30, 2003 ($42,217) under the Technology Enhanced Learning Pilot Project were expended in 2004 for equipment purchases.

9. Budget Amounts

The budget amounts on the financial statements were prepared by Regional College Management and approved by the Board of Governors on May 7, 2003. The Minister approved the budget on June 24, 2003.

10. Related Party Transactions

Included in these financial statements are revenue and expenditures resulting from routine operating transactions conducted at agreed rates with various Crown controlled departments, agencies and corporations, with which the College is related. Accounts balances resulting from these transactions are included in the statements of financial position and operations. These transactions are settled on normal trade terms.

Transactions with related parties, incorporated in these financial statements, include the following:

Significant payments to related parties during the fiscal year:

	2004 $	2003 $
Association of Saskatchewan Regional Colleges	**21,000**	26,969
Saskatchewan Regional Colleges	**3,629**	10,144
SIAST	**730,478**	539,226
Saskatchewan Property Management Corp.	**43,082**	46,618
SaskTel	**75,581**	84,375
Sask Energy	**7,818**	6,628
University of Regina	**72,436**	18,130

Significant receipts from related parties during the fiscal year:

	2004 $	2003 $
Saskatchewan Regional Colleges	**76,266**	63,338
Saskatchewan Government Insurance	**3,132**	10,708
Sask Power	**92,426**	89,234
Sask Energy	**2,290**	7,030
SaskTel	**6,186**	2,450
SIAST	**43,364**	26,927
SCN	**1,375**	95,366
University of Regina	**5,999**	15,676
Workers' Compensation Board	**29,182**	23,471

11. Financial Instruments

Cash, temporary investments, accounts receivable, accounts payable and accrued salaries and benefits are all short term in nature, and as such, their carrying value approximates fair value.

The College is exposed to credit risk from non-payment of accounts receivable. Credit risk is minimal for amounts due from Saskatchewan Learning, the Government of Canada, and other educational institutions. All other receivables are reported at estimated net realizable value.

12. Pension Plans

Employees of the College are members of the Teachers' Superannuation Plan, the Saskatchewan Teachers Retirement Plan or a defined contribution plan established by the Southeast Regional College. The College's obligations under these arrangements are limited to matching employee's contributions of the defined contribution plan established by the Southeast Regional College. Pension contributions for 2004 totaled $86,586 (2003 - $89,813).

13. Lease Commitments

The College has obligations for leases of office equipment and premises. Future minimum payments for the next five years total $887,851 with the following annual payments:

Year	$
2004-05	226,999
2005-06	214,525
2006-07	210,948
2007-08	126,206
2008-09	113,019

Staff

Bonnie Adasci-Cooke
Program Delivery Assistant
Sandy Alexander
Manager, Admin Services
Sheri-Lynn Bebeau
Program Delivery Clerk/Consultant
Brian Binns
Career and Student Services Counselor
Norma Bloor
Program Delivery Secretary
Barbara Burroughs
Program Delivery Secretary
Cheryl Busby
Executive Assistant/Human Resources
Kim Bye
Assistant to the General Manager
Kyla Compton
Program Delivery Clerk
Ila Connery
Dean of Operations
Krystal Culbertson
Instructor, Licensed Practical Nursing
Heather Donald
Instructor, Basic Education
Heather Dorcas
University Advisor/Project Management
Anna Fish
Instructor, Basic Education
Heather Frenza (from March 1, 2004)
Executive Assistant
Margaret Fuchs
Counselor
Charlotte Halabuza
Program Delivery Associate
Lori Hall
Instructor, Business Administration
Laura Hamilton
Senior Co-ordinator, Academics
Margo Hammett
Program Delivery Secretary
Cindy Herberholz
Registration Clerk
Melanie Hiske
Instructor, Cosmetology
Del Hunt
Program Delivery Clerk
Renee Hunt
Instructor, Basic Education
Jeanne Hunter
Instructor, Basic Education
Sharon Ivan
Registration Clerk
Sherry Jenson
Administrative Assistant, Academics
Judi Jones
Dean of Academics
Trent Jordens
Consultant/ETI Consultant
Gerry Joynt
Instructor, Basic Education
Leah Knibbs (to July 15, 2003)
Manager, Personnel and Planning
Lynn Kot
University Advisor
Bev Kulach
Instructor, Office Education
Xiang Li
Accounting Technician
Terry Ludtke
General Manager
Karen Melle
Consultant/ETI Consultant
Graham Mickleborough
President and Chief Executive Officer
Debbie Millions
Program Delivery Secretary

Twyla Molnar
Instructor, Business Administration
Dan Mondor
Instructor, Business Administration
Lorraine Musk
Payroll Clerk
Carole Olson
Instructor, Basic Education
Marv Paulsen
Instructor, Power Engineering
Shannon Pettyjohn
Instructor, Basic Education
Evelyn Prior
Instructor, Basic Education
Minerva Scammell
Instructor, Home Care/Special Care Aide
Gloria Stevenson
Consultant/Marketing Manager **(from June 1/04)**
Joedy Wallin
Accounts Payable Clerk
Olga Weinhein
Program Delivery Secretary
Robin Williams
Instructor, Basic Education
Helene Wilson
Consultant
Donna Windecker
Administrative Assistant
Ed Zychkowski
Lead Consultant

Appendix

The tables included in the body of this report reflect a set of definitions for the categories that are consistent with Southeast Regional College Annual Report presentation in the prior years.

Late in the 2003-04 year a committee of college representatives and Department of Learning staff agreed to a consistent set of definitions for the college system, as a whole, to facilitate comparative analysis between regional colleges.

Southeast is committed to the principle of consistent and comparative data. Not all of the data required to meet these revised definitions has been captured in the 2003-04 and prior years. The College will make every effort to ensure the required data is captured in the future.

The following appendix has been added to the Southeast Regional College's Annual Report to include the comparative data that is currently available.

Appendix Glossary

Full-time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

(a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and

(b) for university courses: a minimum of 216 hours of scheduled class time for the academic year.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Part-time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Student Enrollments: a count of unique individuals taking training with the college.

Registrations: a count of applications for training sessions; one unique individual may have multiple applications.

Participant Hours: the sum of the prescribed instructional time for each individual each training session.

Example: An individual taking First Aide/CPR, H2S, and TDG would show as one enrollment, 3 registrations and 34 participant hours, and .14 FLE in the Industry Credit program group.

Full Load Equivalents (FLE): is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group. Full Load Equivalents are calculated as follows:

Institute Credit:	1 FLE = 900 participant hours
Industry Credit:	1 FLE = 240 participant hours
Non Credit:	1 FLE = 240 participant hours
BE Credit:	1 FLE = 900 participant hours
BE Non Credit:	1 FLE = 420 participant hours
University:	1 FLE = 390 participant hours

Program Delivery Centre: an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

Southeast Regional College
Comprehensive Enrollment by Program Group

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enrollment				Student Enrollment			
Skills Training		FT	PT	Cas	FLEs	FT	PT	Cas	FLEs
	Institute Credit								
	SIAST	85	130	20	152.07	159	158	8	201.16
	Other:						6	2	0.34
	Apprenticeship & Trade								
	Total Institute Credit	85	130	20	152.07	159	164	10	201.50
	Industry Credit								
	Total Industry Credit	10	456	2,073	258.15	8	500	2,675	295.06
	Workbased Training								
	Total Workbased Training	56			56.00	82			82.00
	Non-Credit								
	Total Non-Credit		178	856	77.49		152	626	83.39
Total Skills Training Credit		151	764	2,949	543.71	249	816	3,311	661.95
Basic Education	**Basic Education Credit**								
	Adult 12	107			84.10	113	9		103.29
	Adult 10	48			30.34	62	2		53.30
	Academic GED								
	Total BE Credit	155	0	0	114.44	175	11	0	156.59
	Basic Education Non-Credit								
	Employability/Life Skills	23			5.65	5			0.11
	English Language Training								
	General Academic Studies	21			1.13	36			4.21
	Literacy								
	Total BE Non-Credit	44	0	0	6.78	41	0	0	4.32
Total Basic Education		199	0	0	121.22	216	11	0	160.91
University	***Total University***	55	76		62.49	33	92		45.92
Total		405	840	2,949	727.42	498	919	3,311	868.78

Southeast Regional College
Comprehensive Enrollment by Program Group - Big Muddy Region

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enrollment			FLEs	Student Enrollment			FLEs
Skills Training		FT	PT	Cas		FT	PT	Cas	
	Institute Credit								
	SIAST	37	4	19	66.97	57	23	1	53.95
	Other:								
	Apprenticeship & Trade								
	Total Institute Credit	37	4	19	66.97	57	23	1	53.95
	Industry Credit								
	Total Industry Credit	10	142	495	90.89	8	128	695	92.82
	Workbased Training								
	Total Workbased Training								
	Non-Credit								
	Total Non-Credit		81	156	25.62		52	150	32.07
Total Skills Training Credit		47	227	670	183.48	65	203	846	178.84
Basic Education	**Basic Education Credit**								
	Adult 12	36			24.75	28	8		25.31
	Adult 10	6			3.41	11	1		9.87
	Academic GED								
	Total BE Credit	42	0	0	28.16	39	9	0	35.18
	Basic Education Non-Credit								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy								
	Total BE Non-Credit	0	0	0	0.00	0	0	0	0.00
Total Basic Education		42	0	0	28.16	39	9	0	35
University	***Total University***	32	56		37.92	24	49		28.98
Total		121	283	670	249.56	128	261	846	243.00

Southeast Regional College
Comprehensive Enrollment by Program Group - Coteau Region

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enrollment			FLEs	Student Enrollment			FLEs
Skills Training		FT	PT	Cas		FT	PT	Cas	
	Institute Credit								
	SIAST		20		12.61	20	26		27.45
	Other:								
	Apprenticeship & Trade								
	Total Institute Credit	0	20	0	12.61	20	26	0	27.45
	Industry Credit								
	Total Industry Credit		5	85	7.53		26	234	17.95
	Workbased Training								
	Total Workbased Training								
	Non-Credit								
	Total Non-Credit		13	87	5.75		4	128	6.20
Total Skills Training Credit		0	38	172	25.89	20	56	362	51.60
Basic Education	**Basic Education Credit**								
	Adult 12								
	Adult 10								
	Academic GED								
	Total BE Credit	0	0	0	0.00	0	0	0	0.00
	Basic Education Non-Credit								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	6			0.23				
	Literacy								
	Total BE Non-Credit	6	0	0	0.23	0	0	0	0.00
Total Basic Education		6	0	0	0.23	0	0	0	0.00
University	***Total University***		2		0.37		3		0.29
Total		6	40	172	26.49	20	59	362	51.89

Southeast Regional College
Comprehensive Enrollment by Program Group - Souris Moose Mountain Region

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enrollment			FLEs	Student Enrollment			FLEs
Skills Training		FT	PT	Cas		FT	PT	Cas	
	Institute Credit								
	SIAST	24	68	14	33.57	27	50	7	66.05
	Other:								
	Apprenticeship & Trade								
	Total Institute Credit	24	68	14	33.57	27	50	7	66.05
	Industry Credit								
	Total Industry Credit		211	1,496	115.22		247	1,591	146.30
	Workbased Training								
	Total Workbased Training								
	Non-Credit								
	Total Non-Credit		57	384	26.49		41	215	16.88
Total Skills Training Credit		24	336	1,894	175.28	27	338	1,813	229.23
Basic Education	**Basic Education Credit**								
	Adult 12	27			17.92	35			28.75
	Adult 10	19			9.16	19			14.92
	Academic GED								
	Total BE Credit	46	0	0	27.08	54	0	0	43.67
	Basic Education Non-Credit								
	Employability/Life Skills	11			3.90	5			0.11
	English Language Training								
	General Academic Studies	7			0.33	12			0.56
	Literacy								
	Total BE Non-Credit	18	0	0	4.23	17	0	0	0.67
Total Basic Education		64	0	0	31.31	71	0	0	44
University	***Total University***	21	42		23.45	7	55		16.18
Total		109	378	1,894	230.04	105	393	1,813	289.75

Southeast Regional College
Comprehensive Enrollment by Program Group - TransCanada Region

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enrollment			FLEs	Student Enrollment			FLEs
Skills Training		FT	PT	Cas		FT	PT	Cas	
	Institute Credit								
	SIAST	24	54		38.92	55	62	2	63.72
	Other:						6	2	0.34
	Apprenticeship & Trade								
	Total Institute Credit	24	54	0	38.92	55	68	4	64.06
	Industry Credit								
	Total Industry Credit		63	238	44.51		69	295	38.00
	Workbased Training								
	Total Workbased Training								
	Non-Credit								
	Total Non-Credit		24	244	19.63		54	142	28.24
Total Skills Training Credit		24	141	482	103.06	55	191	441	130.30
Basic Education	**Basic Education Credit**								
	Adult 12	45			41.43	50	1		49.23
	Adult 10	23			17.77	32	1		28.51
	Academic GED								
	Total BE Credit	68	0	0	59.20	82	2	0	77.74
	Basic Education Non-Credit								
	Employability/Life Skills	12			1.75				
	English Language Training								
	General Academic Studies	8			0.57	24			3.64
	Literacy								
	Total BE Non-Credit	20	0	0	2.32	24	0	0	3.64
Total Basic Education		88	0	0	61.52	106	2	0	81
University	***Total University***		4		0.76		4		0.46
Total		112	145	482	165.34	161	197	441	212.14

Southeast Regional College
Equity Participation Enrollments by Program Group

		Actuals																					
		2002-2003												2003-2004									
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
Skills Training		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit																								
	SIAST	12	14	1	4	3	1	4	3		85	130	20	25	18	3	7	6	1				159	158	8
	Other:														4	2		2						6	2
	Apprenticeship & Trade																								
	Total Institute Credit	12	14	1	4	3	1	4	3	0	85	130	20	25	22	5	7	8	1	0	0	0	159	164	10
	Industry Credit																								
	Total Industry Credit	2	24	94	1	9	24	1	5	25	10	456	2,073		46	120		8	37		2	27	8	500	2,675
	Workbased Training																								
	Total Workbased Training	1			0			1			56			7			2						82		
	Non-Credit																								
	Total Non-Credit		11	71		2	29		3	5		178	856		21	26		6	9		3	2		152	626
Total Skills Training Credit		15	49	166	5	14	54	6	11	30	151	764	2,949	32	89	151	9	22	47	0	5	29	249	816	3,311
Basic Education	**Basic Education Credit**																								
	Adult 12	44	0		10			6			107			43	1		7			6			113	9	
	Adult 10	23			4			6			48			32	1		5			5			62	2	
	Academic GED																								
	Total BE Credit	67	0	0	14	0	0	12	0	0	155	0	0	75	2	0	12	0	0	11	0	0	175	11	0
	Basic Education Non-Credit																								
	Employability/Life Skills	6			1			5			23												5		
	English Language Training																								
	General Academic Studies	1			1			1			21			16			2			3			36		
	Literacy																								
	Total BE Non-Credit	7	0	0	2	0	0	6	0	0	44	0	0	16	0	0	2	0	0	3	0	0	41	0	0
Total Basic Education		74	0	0	16	0	0	18	0	0	199	0	0	91	2	0	14	0	0	14	0	0	216	11	0
University	***Total University***	1	1					1	2		55	76			6			1		1			33	92	
Total		90	50	166	21	14	54	25	13	30	405	840	2,949	123	97	151	23	23	47	15	5	29	498	919	3,311

Southeast Regional College
Student Success by Program Group

		Actuals																							
		2002-2003												2003-2004											
	Program Groups	Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education			Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education		
Skills Training		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit																								
	SIAST	76	129	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	151	166	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Other:														6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Apprenticeship & Trade																								
	Total Institute Credit	76	129	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	151	162	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Industry Credit																								
	Total Industry Credit	7	443	2,048	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	480	2,646	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Workbased Training																								
	Total Workbased Training																								
	Non-Credit																								
	Total Non-Credit		176	844	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		151	620	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Skills Training Credit		83	748	2,912	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	157	793	3,275	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic Education	**Basic Education Credit**																								
	Adult 12	49			20			N/A	N/A	N/A	N/A	N/A	N/A	73	4		15			N/A	N/A	N/A	N/A	N/A	N/A
	Adult 10	27			3			N/A	N/A	N/A	N/A	N/A	N/A	30			16			N/A	N/A	N/A	N/A	N/A	N/A
	Academic GED							N/A	N/A	N/A	N/A	N/A	N/A							N/A	N/A	N/A	N/A	N/A	N/A
	Total BE Credit	76	0	0	23	0	0	0	0	0	0	0	0	103	4	0	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Basic Education Non-Credit																								
	Employability/Life Skills	23			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	English Language Training																								
	General Academic Studies	21			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Literacy																								
	Total BE Non-Credit	44	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	41	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Basic Education		120	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	144	4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University	***Total University***	83	48		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61	63		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total		286	796	2,912	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	362	860	3,275	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = not available
Completed = the total number of students who completed course requirements or remained to the end of the program
Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized

Southeast Regional College
Equity Particpation Completers and Graduates by Program Group

		Actuals																	
		2002-2003									2003-2004								
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disabili	
Skills Training		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C
	Institute Credit																	
	SIAST	27	24	N/A	8	6	N/A	7	7	N/A	46	43	N/A	14	12	N/A		
	Other:										6	6	N/A	2	2	N/A		
	Apprenticeship & Trade																	
	Total Institute Credit	27	24	N/A	8	6	N/A	7	7	N/A	52	49	N/A	16	14	N/A	0	0
	Industry Credit																	
	Total Industry Credit	120	115	N/A	34	33	N/A	31	30	N/A	166	159	N/A	45	44	N/A	29	29
	Workbased Training																	
	Total Workbased Training																	
	Non-Credit																	
	Total Non-Credit	82	79	N/A	31	30	N/A	8	8	N/A	47	47	N/A	15	15	N/A	5	5
Total Skills Training Credit		229	218	N/A	73	69	N/A	46	45	N/A	265	255	N/A	76	73	N/A	34	34
Basic Education	**Basic Education Credit**																	
	Adult 12	44	24	7	10	3	1	6	4	0	44	31	6	7	5	0	6	3
	Adult 10	23	15	2	4	2	0	6	5	0	33	11	10	5	1	3	5	3
	Academic GED																	
	Total BE Credit	67	39	9	14	5	1	12	9	0	77	42	16	12	6	3	11	6
	Basic Education Non-Credit																	
	Employability/Life Skills	6	6	N/A	1	1	N/A	5	5	N/A								
	English Language Training																	
	General Academic Studies	1	1	N/A	1	1	N/A	1	1	N/A	16	16	N/A	2	2	N/A	3	3
	Literacy																	
	Total BE Non-Credit	7	7	N/A	2	2	N/A	6	6	N/A	16	16	N/A	2	2	N/A	3	3
Total Basic Education		74	46	N/A	16	7	N/A	18	15	N/A	93	58	N/A	14	8	N/A	14	9
University	***Total University***	2	2	N/A			N/A	3	3	N/A	6	5		1	1		1	1
Total		305	266	N/A	89	76	N/A	67	63	N/A	364	318	N/A	91	82	N/A	49	44

N/A = not available
E = total enrollment

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